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ABSTRACT

This planning guide can serve as the basis for innovative Law Day observances all over the United States. The guide offers suggestions for programs for schools and people in the community, as well as creative ways to reach the media. It also presents resources and ideas for conveying how the United States Constitution restrains unlawful arrests, unreasonable searches, secret trials, and other abuses that people around the world experience all too often. An important aspect of the rule of law, the independence of the judiciary, which protects and preserves these rights, is also highlighted. A collection of successful strategies for conducting practical law programs is contained in the guide. It concludes with information on two National Law Day Recognition Programs and details about how a teacher or community activist can receive recognition for his or her program and outstanding Law Day speech. (BT)

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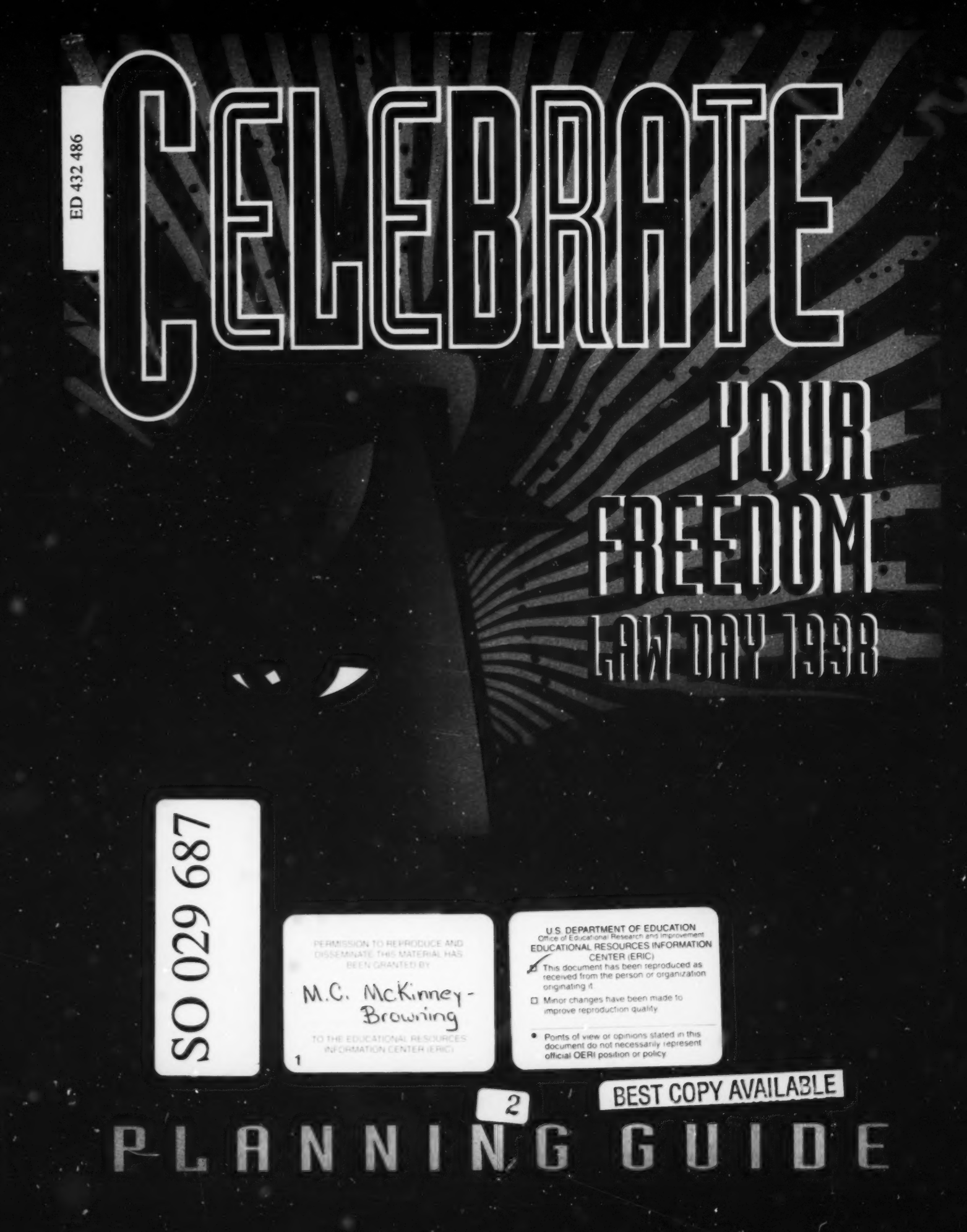
CELEBRATE

YOUR FREEDOM

LAW DAY 1998



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PLANNING GUIDE

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Standing Committee on Public Education
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ABA President's Message

When, in 1787, the Founders of this nation set forth the guiding principles of a "more perfect union," in the Preamble to the new Constitution, the first goal for the new nation was "to establish justice."

Throughout our history the promise of "equal justice under the law" has been the symphonic refrain in American history. It is a symphony in which all of us are players.

Law is part of all of our lives–elevant to almost everything we do.

And so, Law Day is a special day. It reminds us of our nation's commitment to the law–a commitment we must honor always. We need not only to remember, but to herald, the critically important role the justice system and a just rule of law play in our lives and in the conduct of our nation.

This year, our theme for Law Day is *Celebrate Your Freedom*. It is a lovely theme, simple but resplendent with history and our people's love of liberty. And there is much to celebrate. Over the course of our nation's history, adherence to our Constitutional rights and liberties have made our country the land where freedom rings.

But Law Day is also a day to remind us that Liberty and Law require eternal vigilance. President Eisenhower once said, "Freedom has its life in the heart, the actions, the spirits of men and so it must be daily earned and respected–else like a flower cut from its life-giving root, it will wither and die."

Tom Paine, of Revolutionary fame, put it this way: "Those who expect to reap the blessings of freedom must undergo the fatigue of supporting it."

And freedom does need support. One of the mainstays of our Constitutional democracy is the independence of our judiciary. For more than two centuries, an independent judiciary has protected our constitutional democracy. It is the essence of effective separation of powers. It is the heart of a system that protects the civil rights and liberties of each citizen. It is the backbone supporting a just rule of law. There are times when we need to affirm and to protect that independence.

We need also to remember that our celebration of freedom will not be a celebration in many parts of the world where individual liberty and human dignity is still restrained. This year marks the 50th Anniversary of the Universal Declaration of Human Rights. Since the horrors of the World War II and the Holocaust we have made much progress in human rights but we have far to go to reach universal observance.

So let us celebrate our freedom and put our faith in law and all its qualities: fairness, equality, diversity, non-discrimination, openness, due process, accountability and compassion.

And how shall we celebrate?

In our schools, in our businesses, at our workplace, in our homes, throughout our nation.

Wherever Americans congregate, May 1st is a day to be set aside for celebration of our freedom–and the laws that protect it.

The ABA has prepared the materials in this Law Day Planning Guide to help you organize in your community. We hope you find it useful and we wish you a very successful Law Day 1998.

Jerome J. Shestack
President, American Bar Association

Greetings from the Law Day Chair

Please join us in *Celebrating Your Freedom*–by observing Law Day 1998. This theme resonates with great American values. It can–and no doubt will–serve as the basis for exciting, innovative Law Day observances all over the country.

This year we help Law Day planners by providing more ideas than ever before–including suggestions for great programs for schools and people in the community, as well as creative ways to reach the media.

1998 is the 50th anniversary of the Declaration of Human Rights, and our planning guide provides suggestions on how you can note this milestone in the march toward human dignity. We offer resources and ideas for conveying how our Constitution restrains unlawful arrests, unreasonable searches, secret trials, and other abuses that people around the world experience all too often. And we take this opportunity to highlight an important aspect of the rule of law, the independence of the judiciary, which protects and preserves these rights.

In response to many requests from Law Day planners, you'll find inside a collection of successful strategies for conducting practical law programs. This year, we focus on helping the public put its legal house in order.

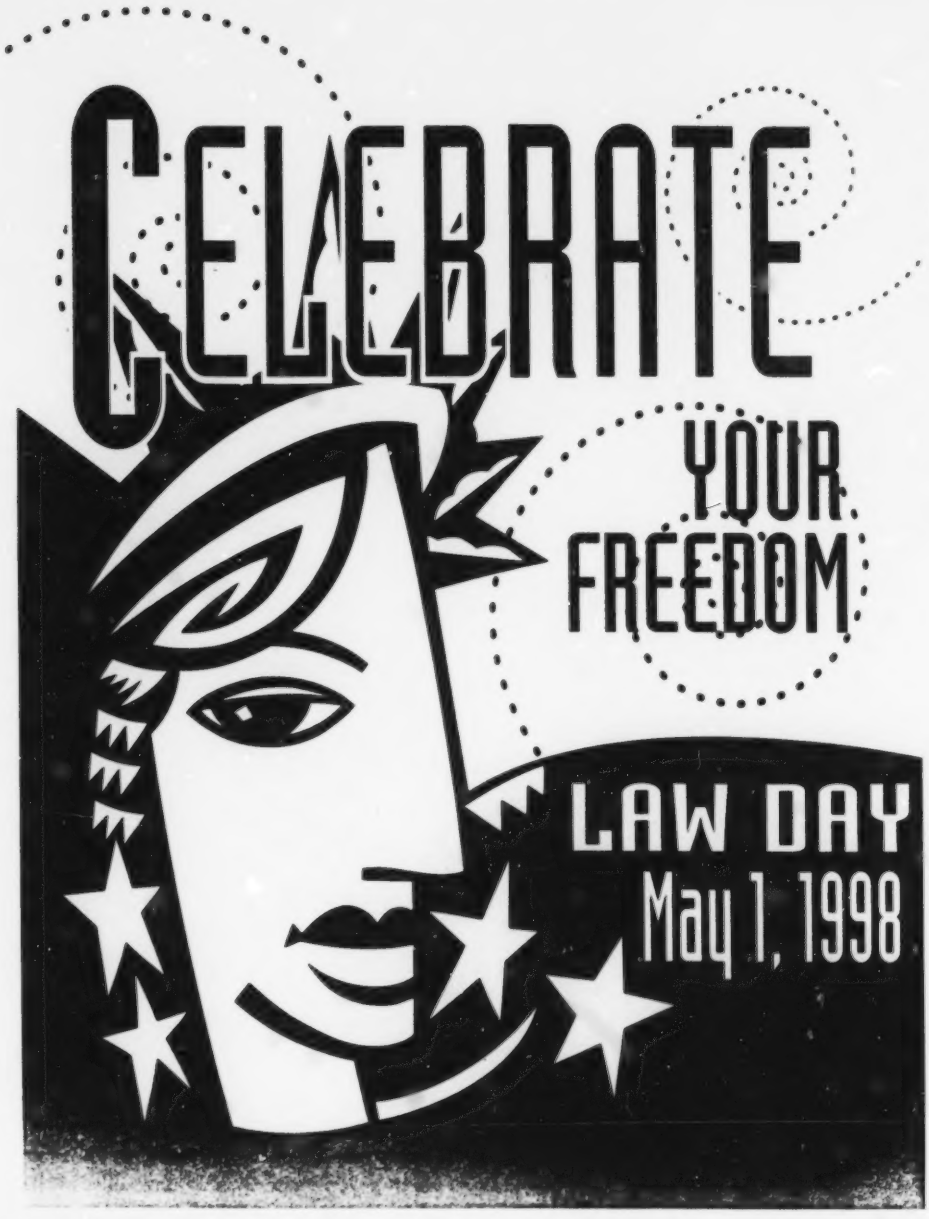
To assist you in planning, presenting and promoting Law Day, we present our Law Day store on pages 43-64. It is full of educational and promotional products to help make your celebration the best ever.

We round out the guide by providing information on our two national Law Day Recognition Programs. You'll find details about how you can receive recognition for your program and outstanding Law Day speech. Entry forms and guidelines are on pages 38-41 of this guide. We urge you to apply, so that Law Day planners everywhere can learn from your success.

Finally, this planning guide doesn't contain all of our help for you. Our Web site–http://www.abanet.org/publiced/lawday–will be buzzing all the way up to May 1, Law Day, with ideas from great programs around the country, talking points for speeches, lessons for teachers and presenters, resources you can use, and lots more. Surf it for updates on Law Day and special products and announcements–it's our way of staying in touch throughout the whole planning process.

Best wishes for a successful and educational Law Day 1998.

Margaret Bush Wilson
December, 1997



1998 Law Day Planning Guide

AMERICAN BAR ASSOCIATION
DIVISION FOR PUBLIC EDUCATION

Law Day Facts

ORIGINS OF LAW DAY: A CHRONOLOGY

1957 • American Bar Association (ABA) president Charles S. Rhyne, a Washington, D.C., attorney, envisions a special day for celebrating our legal system.

1958 • President Dwight D. Eisenhower establishes Law Day U.S.A. to strengthen our great heritage of liberty, justice, and equality under law.

1961 • May 1 is designated by joint resolution of Congress as the official date for celebrating Law Day U.S.A

EVERY YEAR • May 1 remains the official date, but Law Day often becomes Law Week (or Weeks!) as the ABA is joined by national organizations, state and local bar associations, businesses, and schools, in conducting thousands of programs on the rule of law in a constitutional democracy.

Every year, Law Day is an opportunity to expand awareness of our laws and justice system and their valuable impact on our lives. More than just a single day to reflect on our legal heritage, it is a call to action that often encompasses weeks of programs and activities.

Law Day gives us tools to build citizenship and a shared concept of justice. To maintain the strength and vitality of our legal system, we need to understand the law and believe in its ability to protect our individual rights, settle disputes and bring us together. The vitality of our legal system depends on the vigor with which American pursue the rights and duties of citizenship. Through special presentations and educational activities, Law Day can help citizens focus on their rights and responsibilities.

The Meaning of Law Day 1998: Celebrate Your Freedom

We ask you to join us in celebrating your freedoms as an American, on this, the 41st Law Day. Our theme–Celebrate Your Freedom–focuses on the one word that best captures America's greatest strength. This year, we're suggesting that Law Day planners emphasize a particular aspect of our heritage of freedom under law–the protections that assure that all Americans receive a fair trial.

Embedded in our Constitution are guarantees that assure a fair hearing. Among these priceless due process protections are the right to:

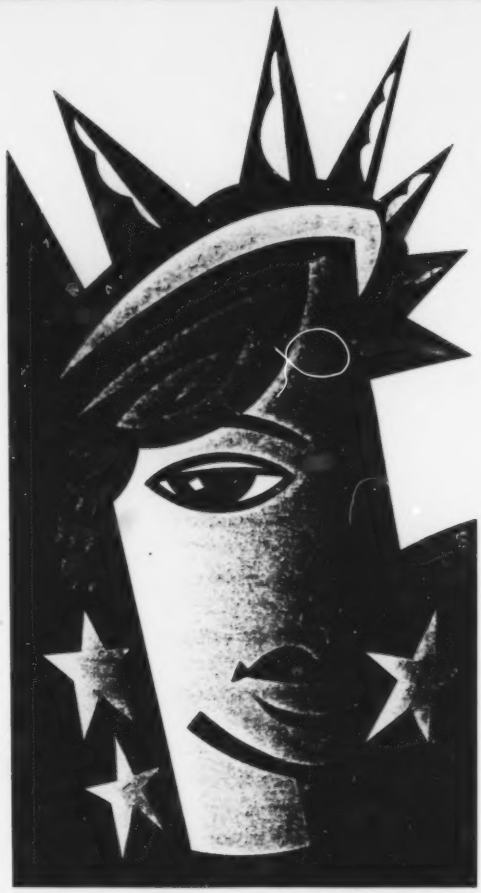
- be informed of the accusation against you
- remain silent in the face of an official accusation
- have a speedy and public trial
- be tried before an impartial jury of your peers
- confront witnesses
- have the assistance of legal counsel
- not be tried twice for the same offence
- not be searched and seized unreasonably

These great rights can only be protected by independent courts. Here too, the Framers were far sighted, because they included a number of provisions in the Constitution to assure that judges would be insulated from political pressure and enabled to carry out their duty.

These protections were vital to the Founders because they knew all too well the overweening power of an unjust government. By according all of us these protections, they gave us a defense against government overreaching unmatched at that time, and all too rare in the world even today.

This Law Day gives us the opportunity to reflect on how the law protects our freedom from injustice, just as it permits us to express our opinions, select our leaders, worship where we choose, and pursue our livelihood. Thanks to the freedoms guaranteed by our Constitution, and protected by our laws and courts, we Americans have the opportunity–unmatched anywhere in the world–to develop our capabilities to the fullest.

Let us dedicate ourselves, on this Law Day, to truly understand the protections of the law, and to help the whole community understand its role in enabling us to be free.



Reaching Out to the Public

Bar associations, the courts, and other "legal" groups are usually at the heart of Law Day planning, but they shouldn't go it alone. Law Day planners should involve school and community groups in all aspects of planning. That way they'll assure that more people will be reached with the Law Day message—and they'll have more help in getting the message out.

This year, the planning guide emphasizes increasing your impact by increasing your outreach. Each major planning section that follows—

Planning Your Program (page 6)

Reaching Out to Schools & Educators (page 9)

Reaching Out to the Community (page 22)

Reaching Out to the Media (page 34)

includes tips about locating important allies and how they can help. These pages will tell you how to tap into these great resources, and give you lots of hands-on, do-able ideas that programs of all sizes—and all budgets—can implement.

Planning Your Program

Forming a Planning Committee

Recruit from six to twelve members, including people from the organized bar (including both the young lawyers section of the bar and the senior lawyers section), the courts, the schools (almost all Law Day programs target elementary and/or secondary schools), and community groups that might be particularly interested in this year's theme. And by all means try to involve members of the bar's auxiliary, a key group in many Law Day programs. The bar could take the lead, or the moving force could be the courts or the schools or almost any group.

At its first meeting, if the chair has not already been designated (say by the bar president), the group should choose a chair and vice-chair. Ideally, the vice-chair will take over next year, with the benefit of a full year's experience. Appoint individuals or committees to handle these key responsibilities:

- **Outreach and Publicity** Recruit organizational partners or sponsors; develop and carry out publicity plan (see page 34) to raise impact of Law Day and assure a large audience for all programs.
- **Program** Develop program(s); select and recruit speakers for events, school presentations, and radio/TV talk shows or "Ask-a-Lawyer" programs; negotiate speakers' fees (if any); develop handouts for various audiences (school programs, practical law programs, adult education/public library presentations); and convene/host programs.
- **Logistics** Coordinate matching of volunteers to programs in schools or practical law programs. For community programs, research and select sites; arrange for chairs, recording equipment, security, custodial services, etc.
- **Budget** Develop a line-item budget; solicit contributions; prepare and execute service contracts; pay all bills; and prepare the closing budget report.

Setting Your Goals

Your overall goal should be to target the needs and concerns of your audience—address its many elements and constituencies. Make sure Law Day is a community effort. Invite police and media representatives and others to participate. Discuss specific local needs or issues on which students and the public might be educated. Consider the desired outcome(s) of your programs. Consider adopting one or more pilot programs, in which you try to reach a new audience or use new techniques. The programs can easily be expanded in future years if successful.

Solid planning is critical to the success of your programs. To help you design a strategy, here's an outline of what needs to be done. To set up a realistic schedule, consult the timetable provided. It is geared toward a variety of programs—probably including yours! Our advice? Get an early start and say "yes" to all volunteers.

Choosing Programs That Fit Your Goals

Selecting school program formats–style, focus and length–will vary depending on age and sophistication of students, what they're studying, etc. The school people on your committee will be a big help here. Community programs will be influenced by the level of interest in the topic(s), when and where programs will take place, the likely attendance and time constraints.

DON'T FORGET INREACH

Linking Law Day to the community will really help, but at the same time don't forget to work your base. The resources of the legal community are wider than you might think. There's the bar, the young lawyers division, the senior lawyers division, minority and specialty bar groups, various levels of courts, the bar auxiliary, paralegal and legal secretary groups, law schools and law student groups, and specific practice groups such as trial lawyers, prosecutors and public defenders. Try to bring them on board by suggesting to each group in an invitation letter that they have a place on your planning committee.

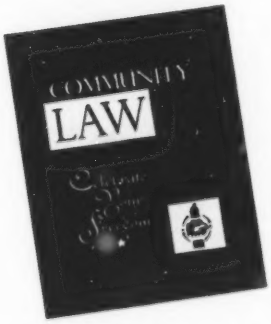
Getting as many of these groups on board, as early as possible, will

- provide more volunteers
- give you more (and fresher) ideas for planning and outreach
- improve relationships between all these legal groups
- see that the concerns of the whole legal community are represented

As your planning progresses, try to make sure that all the members of all of these groups are informed of activities well in advance, and invited to participate. Place articles about what you're doing in local legal newspapers. Use the newsletters and meetings of the groups to get the word out. Since you have access to complete lists of members' addresses from each group, use one or more direct mailings to keep them informed of plans and let them know how they can contribute. Follow-up with phone calls to everyone who shows interest. (And put all these names into a database that can be the core of your volunteers for subsequent years.)

Be specific about how lawyers and other members of the legal community can help. Give them a range of alternatives. Send them recruitment letters that give them a number of activities to take part in. Give them a form that's easy to fill out and return, on which they can check off what they're interested in. Try to tap into everyone's interests and talents (speaker for school groups; volunteer in an "ask-a-lawyer" program; camera-operator in a cable access show...the possibilities are almost endless).

Of course, people in the legal community are famously busy. Give them lots of dates in which they can take part. Don't feel that everything has to happen on Law Day. Schedule programs throughout the weeks around Law Day. That'll help increase impact as well.



Get a Free Law Week Planning Guide Free while they last, guide providing many ideas on community education for Law Week. Mail requests to Young Lawyers Division, Community Law Week, 750 North Lake Shore Drive, Chicago, IL 60611-4497, or fax 312/988-6231.

The Logistics of Community Programs: Setting a Date, Time and Place

In planning a community program, go to the people. Radio and TV reach them in their homes and cars. Bring other activities to places where community members gather: malls and shopping districts, schools, parks, city buildings, places of employment, libraries. And don't forget to reach out to the underrepresented. The elderly, the poor, and immigrant populations all need to know about the law. Take the law to them in nursing homes, welfare and unemployment offices, community and senior centers. To broaden your audience even more, check with minority bar associations and religious groups, and look under "civic organizations" in the Yellow Pages.

- **Date and time** Consider whether a weekday or weekend (or afternoon or evening) is more convenient and more apt to attract a good turn-out. Does the date need to coordinate with other activities? Can the program be part of already scheduled activities of a group (this provides a built-in audience). How much time will the program take?
- **Place** Try to get accommodations for free or at minimal cost. Check out your local community center, universities and public libraries, and sites that may be available through community groups represented on your committee. Make sure the site is near parking or public transportation, that your equipment needs can be met and that it complies with the Americans with Disabilities Act.

Recruiting Participants for a Community Program or Banquet

Prominent speakers often ensure a good turnout and press coverage. Consider the governor, attorney general, mayor or a celebrated journalist, social scientist, commentator or attorney. Be sure your "big name" is a good communicator and is well-versed on the topics you've selected. Send all speakers a summary of the program's goals in advance so they can prepare appropriate remarks.

Creating a Budget

The biggest thing to remember is that volunteer power at least as important as money. Do you think that a budget of a mere $100 would enable you to put on a high-impact, wide-ranging program in a small city? The Stamford, Connecticut, Regional Bar Association won a Law Day Activity Award in 1997 by doing just that, putting on no fewer than 17 activities (see page 31).

The time your volunteers contribute, to say nothing of the administrative help, copying, and mailing that can be contributed by sponsoring groups, can enable you to do a lot with just a little.

- **Public presentations and school-based programs** Costs will be zero or very low, especially if sponsoring organizations take care of duplicating handouts and renting/providing equipment.
- **Radio or TV talk shows** Production costs will usually be absorbed by the sponsoring media station, so your only costs will be for publicity.

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Sponsors/Partners

- Programs will profit from alliances with as many sponsoring groups as possible.
- Participation by a variety of groups ensures that programs stay properly geared to a diverse audience.
- Your project may share the goals of other organizations such as libraries and government bodies, which make good partners because of their access to the public and possible meeting facilities.
- A prestigious sponsor may attract financial support.
- Conversely, your prestigious project may attract well-funded sponsors, such as corporations seeking good media coverage.
- Look to your partners/sponsors for possible audience members, participants, financial help, locations and volunteers for promotional and production work.

Law Day Partnerships
Contains great ideas for how lawyers and educators can work together on outstanding Law Day programs. See pages 56-57 for this and many other materials on lawyers in the classroom.

1998 Law Day Planning Timeline

JANUARY
Form Law Day Committee and Select Chair.

- Identify and contact community resources and potential partners.
- Convene committee.
- Choose elements of program.
- Write or select lessons or materials and have them reviewed by teachers, lawyers or other appropriate persons.

FEBRUARY

- Make arrangements for mock trials, films, speakers, courtroom tours, pamphlets, etc.
- Contact companies such as banks, insurance firms, utilities, department stores and others about sponsoring paid ads in support of Law Day.
- Recruit all necessary volunteers.
- Finalize choice of participants, date and site.

MARCH
Order ABA Law Day materials by March 2 to get 10% discount.
Order ABA Law Day materials by March 16 to get 5% discount.

- Talk to newspaper editors about Law Day coverage and editorials.
- Print programs for forums, speakers, courthouse sessions, etc.
- Officially invite VIPs to programs.
- Begin to publicize program within the schools and legal community, and recruit your audience.

APRIL
All ABA orders must be postmarked by April 10 to guarantee delivery by Law Day.

- Follow-up with members of the legal community who haven't responded.
- Confirm all details of program.
- Distribute materials to schools, lawyers and other participants.

MAY 1, 1998
Law Day. Celebrate Your Freedom.

JUNE 10
Deadline for entering ABA Law Day competitions. See pages 38-41 for guidelines and entry forms.

FALL, 1997
Law Day Award winners announced.

- Begin to plan for Law Day 1998

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Reaching Out to Schools & Educators

Involving educators and schools is critical to the success of almost all Law Day programs. It's easy to see why. Kids are an important audience (they represent the future), they are eager to learn, and they're easily reachable logistically. This checklist will help you reach the most kids and get the maximum impact.

- ☐ **First** have a well-thought out plan of activities (what kinds of speakers/presentations? What grade levels? What contests?). You may suggest several activities and let educators indicate which would be most beneficial, but clearly state what you have to offer. For essay or poster contest, be sure to have worked out the rules, time line and awards.
- ☐ **Second**, have a list of educators to contact. Start with those who have participated in Law Day in the past. Target schools that have not yet participated by getting the names of principals and department heads and teachers in social studies, civics, history, and government, perhaps from the local school district administrative office, the state Department of Education or from the state education association.
- ☐ **Third**, send a letter. Writing several months before Law Day is not too early. Briefly describe the Law Day program(s) you have to offer and explain what steps they need to take to become involved. Allow educators to suggest changes that will make the activity more appropriate for their students. Give a date by which the educators should respond to your offer.
- ☐ **Fourth**, as an alternative or in addition to the letter, attend and pass out your letter at a district-wide meeting of principals or social studies teachers. These are held occasionally throughout the school year. You will need to contact the local school superintendent's office to learn when these meetings occur and to be placed on the agenda.
- ☐ **Fifth**, be persistent. Teachers do not typically have telephones in their classrooms, and principals' days are disjointed from numerous "emergencies." Nevertheless, educators will want to work with you. Follow up with additional mailings and phone contacts to educators who have not responded. When all else fails, face-to-face meetings with principals or teachers are usually very effective.
- ☐ **Sixth**, reap the rewards. If you're persistent and clearly state what Law Day programs you are offering, your reward will be the involvement of many schools and students on Law Day and beyond.

CLASSROOM GIVEAWAYS

Choose from our inexpensive Law Day bookmarks, stickers, buttons, stickers, balloons, and pencils. See pages 44 - 46.

Inexpensive pocket Constitutions feature lively, helpful commentary. See page 46.

For Law Day Information find us on the Web at http://www.abanet.org/publiced/lawday

Classroom Ideas

Case Study

The method that lawyers are perhaps all too familiar with from law school can work really well for students. For example, military lawyers from the Air Force's 90th Missile Wing at Warren Air Force Base in Wyoming used case studies effectively for Law Day last year with students in the Cheyenne area. To teach due process protections, they asked students to consider what limitations there were on police stopping/arresting young people under different brief fact situations. The same basic situation was established—young people driving at 10:30 at night, but facts are altered slightly in each scenario (headlight broken, etc.)—and students are asked how the new facts affect permissible police action. (For the complete scenarios, see our World Wide Web site at http://www.abanet.org/publiced/lawday.) Case studies like this can teach students the constitutional issues at stake and give them insights into how courts decide. Real cases can be adapted, or hypotheticals created. Students can be divided into small groups to discuss the cases, or discussion can be with the whole class. If actual cases are used, presenters can share the court's opinion—including dissents, if any—with students.

Class Constitution

Elementary students love this activity. After learning about the writing of the Constitution, help students create a class constitution and bill of rights. An alternative that is less complex is to have students create rules for their classroom. Challenge students to analyze hypothetical situations to assess whether or not actions are "constitutional" or "legal". While considering these hypothetical situations, students may well find that their constitution or class rules need "amending."

School House Court Room

Middle and secondary students can see court proceedings firsthand when the court is brought to the school. In Livonia, Michigan, and elsewhere for Law Day 1997, court was held in the high school auditorium. Students witnessed cases being tried on misdemeanor charges. This was real-life court, not mock proceedings, with actual defendants, pleading their cases before real judges and taking their lumps for such infractions as drunken driving and speeding. Students saw first-hand the need to use their freedoms responsibly. Judges were able to explain court procedure to students.

Mock Voir Dire

Voir dire is the process for examining prospective jurors in order to determine whether a potential jury member is biased or has any connections with a party to the action or a prospective witness. Examination is oral and conducting a mock dire can teach youth about the jury process. Lawyers can act as prosecutors and defense counsel while students play the roles of prospective jurors.

Practical Law Presentations

This one is especially for high school seniors who will soon be, or already are, adults legally. Divide the seniors into four groups. A lawyer meets with each group and discusses a legal topic with them for 15 to 20 minutes. Then the students move round robin to another lawyer until all students have met with each lawyer. Each lawyer discusses a different issue that affects new adults, such as leases, drunk driving, marriage and domestic abuse.

Special Display

You could arrange a special book fair and library exhibit featuring materials about our rights. The exhibit could include history books, government books, posters, biographies and stories about people using their rights.

Conversations with Legal Leaders

This program invites prominent legal leaders—mayors, governors, state and local legislators and judges—to meet with students in grades 6-12. They discuss the Law Day theme. More detailed directions, helpful hints, and topics to discuss are described on our World Wide Web site.

Lessons

Want to teach a lesson related to the Law Day theme? See the sample in this guide (page 15) and check out our World Wide Web site for elementary and secondary level lessons you can use in your classroom.

Moot Court

Divide students into two teams. After studying a unit on law, each group is given a legal point to research. Select several students from each team be attorneys arguing the issue in front of the judge(s) in a 20-minute moot hearing. Lawyers from the community can advise the teams and debrief the exercise. This activity forces student to think on their feet and put their rea-

soning skills to the test. Some of the mock trials offered in this catalog offer moot court alternatives. See especially the mock trials for grades 7-12 created by the Constitutional Rights Foundation (pages 52-53).

Mock Trials

Mock trials provide an opportunity for students of all ages—from kindergarten right up though high school—to participate in a trial by taking various roles. They'll gain an insider's perspective and learn court procedures. Discussion and analysis after the trial deepens their experience and helps put it into context. You may use sample cases provided by the ABA and other LRE projects for all grade levels (see pages 50-55) or create your own. Guests can be part of the trial: lawyers can coach, attorneys or judges can preside. In Essex County (NJ), for example, thanks to a partnership between the courts and the Essex County Bar Association, 45 actual judges presided over Law Day mock trials at middle and high schools throughout the county, and 80 volunteer lawyers played the roles of prosecutor and defense counsel. All in all, the activity reached almost 3,000 students.

Law Careers on Law Day

In many schools around the country, Law Day is the occasion to bring in lawyers, judges, legal assistants, and others to talk about their work. At Port Richmond High School in Staten Island, New York, for example, on Law Day '97 eight law professionals spoke to four law classes about their careers. In an informal setting in the school's library, these people met with students in four 20-minute sessions—approximately 10-15 students at each location. The students prepared for their visitors by creating a worksheet of possible questions on how these people prepared for their careers, what their jobs are like, and the larger picture of opportunities in the filed. A full listing of questions is on the Law Day Web site.

Timeline for School Presentations

Note: This timeline is for a relatively full program, with strategies prepared to guide presenters and an evaluation at the end. You can adapt it to fit your program, dropping out certain elements that seem too ambitious at this time.

January

Law Day planners and school people meet to review curriculum, identify places where law might be taught and community resource persons used, and decide which group will be responsible for certain tasks.

January - February

To prevent the community people's presentations from being just disconnected "war stories", you can give them some guidance in the form of classroom strategies on various topics, geared to various grade levels (see sidebar on page 16). Have these strategies prepared (probably by a team from the schools side) and have them reviewed by teachers, lawyers, and other appropriate community resource persons.

Early March

Publicize the program within the schools and the legal community. Try to get articles in bar and school publications, highlighting the coming program and urging interested people to sign up. Send information about the program, including sign-up form, to lawyers. Talk to school principals and make sure they're aware of the program.

At the same time, contact police, business groups, and others who may wish to participate. The process of contacting and involving them is like that of recruiting and using lawyers, described above.

Mid-March - Early April

Call lawyers who have not responded and urge them to participate. Highlight members of certain committees which have a special interest in the subject of some of your strategies (e.g., committee on family law might be interested in strategies on child abuse). Ask lawyers if they would be willing to do a presentation (or presentations) during a particular week, but don't try to pin down the time more precisely.

Early April

No later than ten days before your Law Day/Law Week begins, mail complete packets to every participating lawyer and teacher. Each packet will identify which lawyers and teachers will be working together and include the activity to be used, the list of do's and don'ts for lawyers (see page 21), and evaluation forms if desired, but final arrangements as to time will be left to the teacher and lawyer. When the teacher and lawyer talk, the teacher can fill the lawyer in on the students and where this presentation fits into their course work, discussing why certain techniques might work better than others.

Early April Through Law Day/Law Week

Work with media to arrange coverage of school events (see pages 34-36).

During Law Day/Law Week

If the program has a list of planned presentations, the day before each presentation is to take place, call both the teacher and the lawyer to remind them.

Within 10 Days After Law Day/Law Week

If you've given out evaluation forms, collect them from teachers and lawyers. Use them as a basis for a written report that will be completed before the end of school and shared with Law Day organizers and school people.

As Soon As Possible After Law Day/Law Week

Send thank-you notes to all lawyers and community resource persons, with printed certificates of appreciation signed by the superintendent of schools or another key school person.

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Law Day WEB Site to the Rescue for School Programs

Free for teachers and anyone doing school presentations this Law Day! Classroom resources on the ABA WEB site will include

- ideas on great Law Day activities for schools from programs around the country
- sample lessons, for many grade levels, on a variety of freedom topics, as well as on the Universal Declaration of Human Rights, whose 50th anniversary is being celebrated this year
- resources for educators, including WEB sites and published materials that may be helpful
- guidelines for doing conversations with leaders in the law
- on-line quiz for students
- a Law Day list serve, so you can get regular electronic updates between now and Law Day
- other features that will roll out before Law Day

Just access http://www.abanet.org/publiced/lawday for your best source of continuing help for Law Day.

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Using Workplace Visits to Explore Legal Careers

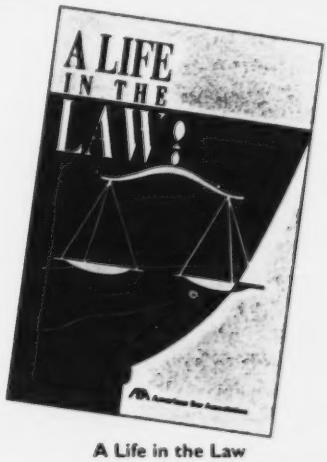
Another careers program is promoted by the ABA's Young Lawyers Division. "Take a Student to Your Employment" or "TASTE" encourages law firms across the country to invite inner city youths to their law offices for lunch and an office tour during Law Week. Groups of 5-10 students will discuss jobs, education, internships and other career topics. This program could also serve as a springboard for a mentor program. For further information, please check the ABA/YLD website (www.abanet.org/yld/taste.htm) or contact John Meredith, Committee Chair of the YLD Citizenship Education/National Community Law Week Committee at 713-365-9692.

Careers in the Law for Minority Students

The Dade County Bar's Young Lawyers Section sponsored a Pre-Law Minority Careers Conference for Law Day '97. It featured panels of local judges, lawyers and law students representing diverse groups and speaking on their careers and education. Also included were panelists who pursued non-traditional paths with their legal degrees (e.g., one had become a sports agent). Students also participated in mock depositions and trial exercises.

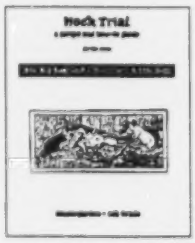
CAREER INFORMATION

Legal Career brochure
Inexpensive handout tells what lawyers do, skills needed, etc. See page 57.

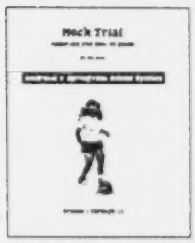


A Life in the Law
Booklet provides more in-depth discussion of legal careers. See page 57.

MOCK TRIALS



B.B. Wolf v. Curly Pig
One of 14 elementary mock trials to choose from. See page 50.



Andrews v. Springville
One of 18 secondary mock trials, including two new ones! See page 53.

School-Based Competitions

Many Law Day celebrations include contests. Contests provide a way to generate excitement about Law Day. More importantly they provide a very public way to recognize excellence. Your contests will have more substance if the entries grow out of classroom instruction. You might base your competition on a unit of work already being done in your school or on a unit created for Law Day. Then the student entries will both demonstrate what students learned from the unit and give them motivation to learn.

You might involve members of the local bar to judge the contest entries. Be sure to consider public displays of winning entries in schools, law offices, city hall, courthouses and other public areas. Cash prizes are nice, but not necessary. Just a certificate presented at a public gathering or lunch with a local celebrity can be sufficient. Winners could be recognized at Law Day events.

Essay Contest Ideas

Have student write an essay completing this thought: To me the phrase "Celebrate Your Freedom" means. . . "

Select one right from the Bill of Rights and ask students to explain why that right is important to them.

Challenge students to explore in an essay the balance between constitutional freedoms and public safety on one of the following issues: school dress codes, school locker searches, school drug testing, or school safety rules (metal detectors, no beepers, etc.).

Another essay contest could have students trace the historical origins of the rights contained in the Bill of Rights. "As for me, give me liberty or give me death" declared Patrick Henry. Ask students to write an essay about how Americans feel today about their freedoms.

In many parts of the world, countries are adopting democratic principles for their governments. Ask students to reflect on the meaning of this and what role the United States has played in promoting democratic principles.

Poster Contest Ideas

"Celebrate Our Freedom" is the theme of Law Day this year. Have students create a poster that shows people celebrating or using their freedom.

Assign students to create an informational poster montage that explains the trial rights guaranteed in the Constitution.

Challenge students to create a poster that explains their understanding of our freedoms as American citizens.

Don't forget the special education students, for whom this form of expression is particularly appropriate. The Dallas Bar Association last year instituted a Special Education Art Contest. In cooperation with the Dallas Association of Court Administrators, they mailed entry packets to over 200 special education teachers. Students were asked to interpret their understanding of our freedoms as American citizens. All entrants received Honorable Mention Ribbons, and winners were selected in the K-5, 6-8, and 9-12 categories. All entries were displayed in a central jury room for an entire month.

Dioramas

Dioramas are small scenes which depict historical events. Students could create dioramas that illustrate important events in the history of our rights. The dioramas could illustrate people using their rights or being denied rights. Students should be judged on selection, accuracy, completeness and artistic rendering of the scene in their diorama. You will probably want to create different competitions for students depending on their grade level. The best could be displayed in a public building, like the courthouse or city hall. They might even be preserved for displaying on future Law Days.

Mock Trial Competition

In this competition teams of students prepare to try the same case. Select one of the sample cases provided by the ABA or other LRE projects which are available for all grade levels (see pages 50-55). Student teams may defend or prosecute. They enact the trial and are judged on the quality of their efforts. Lawyers can serve as coaches as students prepare. The trial could be enacted before a visiting attorney or judge. A panel of lawyers or judges could evaluate students' performances and conclusions afterwards. Competitions within classes could be followed by school-wide competitions and even between-school competitions.

Olymic Style Medals
Give winners of poster, essay and other contests a special award–Olympic style gold, silver and bronze Law Day Medals with red, white and blue ribbons. See page 61.

Images of Freedom

The ABA's second annual national student photo competition is open to students ages 12-18 who submit original photos depicting images of freedom. Photos must be submitted by March 2, 1998, and winners will be announced in April, prior to Law Day 1998.

All entries may be submitted directly to the ABA Division for Public Education in Chicago, at the address given below. The winning entries will be honored by the ABA in connection with the Law Day celebration.

This year's first-place winner will receive a $1,000 U.S. savings bond; the second-place winner, *The World Book Encyclopedia* with CD-Rom; the third-place winner, a $100 savings bond and student dictionary. Honorable mentions will receive a Law Day gift pack valued at $40 and including an official Law Day t-shirt, mug, and hat.

The competition will be run in cooperation with the National Newspaper Association (NNA), the Newspaper Association of America (NAA) Foundation, and the Newspaper in Education (NIE) programs of local newspapers throughout the United States. Check with your newspaper for the contest rules, judging guidelines, and entry forms, as well as classroom aids such as a lesson for introducing the contest and reproducible guidelines for taking a good photograph. Or you can simply request the packet directly from the ABA by contacting Tracye Graves, ABA Law Day Project/15.3, 541 N. Fairbanks Court, Chicago, IL 60611-3314, 312/988-5721, fax: 312/988-5494, E-mail: tgraves@staff.abanet.org.

Last year's contest was won by Jessica Fraley, a 13 year-old junior-high student from Salineville, Ohio, who submitted a dramatic black-and-white photo showing her great-grandmother's hand on a Bible. "I wanted to show that we can worship as we please, thanks to freedom of religion," explained Fraley. The photo was submitted to the *Morning Journal* in Lisbon, Ohio, a daily paper in a rural area near the Pennsylvania and West Virginia borders.

1997 Images of Freedom Contest Winner

Last year's "Images of Freedom" winner powerfully depicts religious freedom.

Jessica Fraley accepts congratulations from school principal Tim Flesher.

Teaching About Due Process of Law

"Due process" may be unfamiliar to students unless they've been studying law already. Here are some ways to effectively present this very important idea to secondary students. This strategy has been prepared by a lawyer with many years' experience teaching law to kids: Richard L. Roe, Professor of Law and Clinic Director at the Street Law Clinic of Georgetown University Law Center in Washington, DC.

Teachers could use this lesson over several class periods. Lawyers coming it to the classroom on Law Day might want to adapt it to focus on the general principle of due process, and use just some of the specific examples given in questions 4-10. Cites have been provided to help presenters (or students) who want to do additional research.

The teacher or presenter can use the following scenario and questions with the full class, or break the class into small groups which could report back to the whole class.

Additional activities could include role playing certain situations. See also the talking points on judicial independence, pages 32-33. Independent courts make due process protections meaningful.

Opening Scenario

The Due Process Clause in the United States Constitution reads: "nor shall any State deprive any person of life, liberty, or property, without due process of law." What does "due process of law" mean? What rights does it provide to people, and what obligations does it require from government? The following scenario sets out a number of matters that have to do with the due process of law. You might want to photocopy it and hand it out to students to begin the lesson.

Bill's Bad Day

As he sits in his living room one afternoon, Bill encounters a string of problems. His teenage son is sent home from school, suspended for three days. There is no note or reason given for the suspension. The police knock at the door, wanting to search his house. They don't have a warrant. An Internal Revenue Service Agent appears, wanting to ask him questions about his income tax deductions last year. A social worker from the family protection service also arrives, looking for Bill's eight year old daughter who does not attend school. The social worker wants to remove the daughter from the home and place her temporarily in shelter care. Bill's wife provides home schooling to the daughter. In the mail, Bill receives three letters. The first, from the state government, informs him that the state is building a highway where his house is located. It plans to take it and give Bill $100,000, half of what Bill thinks it is worth. The second, from his employer, the city government, notifies him that he is fired from his job, due to a recent conviction for passing bad checks. Bill has never been arrested for anything, let alone convicted. The third letter, from the social security office, states that it is stopping the disability benefits his wife has been receiving, without giving reasons. He picks up the paper and reads about the case of a convicted murderer, in which the jury is considering a death sentence.

Ten Questions Students May Have about Due Process

The scenario on the preceding page is designed to stimulate student questions about due process. Students are likely to have three general questions and a number of more specific questions.

1 Can the government do that? The scenario poses a range of takings and intrusions, from minor to extremely serious. The key point of the lesson is that the government can only deprive a person of life, liberty or property in accordance with due process of law. That begs the question, "What is due process of law?"

Distilled to its essence, due process requires notice and an opportunity to be heard. Stated another way, due process means that the government must indicate some justification or cause for its actions and must give attention to and take seriously the response or position of the person being affected. The starting point of due process analysis in each of the above situations, then, is to identify the government's authority or reasons for its actions.

In each of the instances in "Bill's Bad Day," the government or community has interests it seeks to enforce against the person. For instance, in the case of the school suspension, the school's interest is to maintain a learning environment. *Goss v. Lopez*, 419 U.S. 565 (1975). In the case of the death penalty, the government's interest is to punish and prevent serious crime.

2 What could happen to me? The second step in the analysis is determine how much process is due in a given situation. The key concept is that due process is not a rigid set of identical rules for all situations, but flexible procedures varying with the situation. Basically, due process depends on an assessment of the balance between the degree of the loss a person could possibly suffer and the importance of the government's interest, including the cost or difficulty in providing the process. *Matheus v. Eldridge*, 424 U.S. 319 (1976). In the above instances, the possible loss ranges from missing a few days of school to losing one's life.

Teaching point: *After examining the above situations, the teacher or presenter can ask students to identify the government interests and their importance, then to identify the person's interest and its importance, and the degree of the possible loss.*

3 What can I do about it? The issues here are what procedures or safeguards are provided by the government in the way of justifications and opportunity to respond, and whether they are adequate. In general, this requires an assessment of the government's and person's interest, discussed above, and "risk of an erroneous deprivation of [a person's] interest...and the probable value, if any, of additional or substitute safeguards...." *Matheus v. Eldridge*, 424 U.S. 319, 321 (1976).

The possible procedures may include the following: right to a free or retained lawyer, a formal trial and rules of evidence, opportunity to call witness or to cross-examine, appeal, impartial jury, prompt hearing, public trial, burden of proof, transcript, written opinion or decision stating facts relied on, informal hearing, written notice of charge or pending government action, arraignment or present-

Preparing Strategies for Presentations

Law Day planners and school people can work together on strategies that will help presenters make the best use of their time and help teachers by assuring that the presentation compliments what kids are learning. Here's a few guidelines:

- Aim for lively instructional strategies that help students and presenters feel comfortable with each other and encourage them to mutually explore important issues. The sample included on these pages of the planning guide is a good example of all the points suggested here.
- Make them "user friendly," not requiring extensive efforts by either teachers or lawyers and other community resource people; they should briefly describe objectives, procedures, and target audience, and contain everything the presenter and teacher need (presenters are especially glad to get background legal information).
- It's often a good idea to structure them around giving students a set of legal principles or guidelines, and then having them apply them in specific challenging situations. This is a lot like the case study method of law school teaching, with which lawyers are very familiar.
- Make sure presentations are balanced—don't take sides on controversial issues.
- To encourage participation, the students can be divided into small groups to apply the criteria to the cases. The resource person can then critique each group's conclusions, identify key issues, and respond to questions.
- Of course, presentations should be tailored to last as long as a class period (generally 40 to 50 minutes), with plenty of time for questions from students.
- There are plenty of classroom strategies out there that can be adapted to your needs. Check out the sample lessons on the ABA's Law Day website. It also includes listings of other organizations that provide free or inexpensive materials.

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ment, bail, independent review of executive action by judiciary (e.g., search warrant), standard for intervention (e.g., reasonable suspicion, probable cause), statement of rights (e.g., at preliminary hearing and Miranda warnings) and specified procedures, including setting of mitigating and aggravating circumstances, a separate sentencing hearing, and an elaborate appeals process (death penalty). See 18 U.S.C.A. 3591-3595 for specific federal protections in federal death penalty cases.

Teaching point: *Ask students to brainstorm or list the due process protections they are aware of. To prompt some ideas, ask them to read the 4th, 5th and 6th Amendments, recall a case they are familiar with, watch a video clip (e.g., a scene from* Gideon's Trumpet *or more recent film) or read an appropriate newspaper article. Once you have a list, have students work in pairs to classify the protections, e.g., as "essential, very important, not so important." Another approach would be to make a 6th Amendment "ladder," a paper with six lines or steps; ask them to put the most important on the top rung or step, the next most on the second rung, and so on.*

The issue of what process is due for any particular situation is developed in the more specific student questions, which follow below:

4. Does a person have to talk with the police if they ask her questions? The 5th Amendment provides that "no person... shall be compelled in any criminal case to be a witness against himself...." This basically means that a person doesn't have to talk with the police at any time in any situation that may implicate her in criminal activity. If a person reveals a criminal act to a third party, say a friend, that friend can be compelled to testify against the person, however. If the police have a suspect in custody, they must inform her of her constitutional rights to remain silent and to representation by a lawyer before they ask her any questions. Known as the Miranda warnings, this information is essential before an interrogation because the inherently coercive nature of police custody casts doubt on the voluntariness of a suspect's statement. *Miranda v. Arizona*, 384 U.S. 436 (1966).

In contact with law enforcement officers at earlier stages in an investigation or street encounters, a person need not respond to questions or make statements, although to facilitate law enforcement one may agree to do so. See *U.S. v. Wylie*, 186 U.S. App. D.C. 231, 236, 569 F.2d 62, 67 (1977), cert. denied, 435 U.S. 944 (1978). In *Wylie*, a police officer monitoring a bank noticed a customer acting unusually when trying to make a withdrawal. The police offer asked, "Sir, may I talk to you for a moment," and after becoming more suspicious, "Would you mind coming back inside the bank with me, and we will talk with the manager...." The court found that the conversation was not a "stop" but a "contact," and that Wylie would have been free to go if he did not answer the questions. When Bill is questioned at his doorstep by the IRS agent, in the example above, he is not required to answer questions. Miranda warnings are not required at that point, however, and any statement Bill makes can be used as evidence by the government.

Teaching point: *Role play Bill's response to the police seeking to search the house and to the IRS agent wanting to question him about his taxes.*

5. When can I have a lawyer? Do I have to pay for the lawyer? In criminal cases, the right to counsel has come to mean that every defendant has a right to a lawyer to assist in her defense, and that a defendant who cannot afford lawyer will have one appointed for her. *Gideon v. Wainright*, 372 U.S. 335 (1963). In cases where no imprisonment is possible, such as traffic offenses, defendants may hire lawyers for their defense but they are normally not provided for free, on the theory that no loss of liberty is involved. In certain non-criminal cases where the loss may be severe, such as in charges of child abuse or neglect or termination of parental rights, many jurisdictions will appoint counsel for defendants who cannot afford them, as well as counsel to represent the children's interests. This is largely because adjudications of abuse and neglect could result in the child being removed from the home. See, e.g. 16 D.C. Code 2304 (b) (1) and (b) (3).

6. When can the police search a person's home or body? While a full discussion of search and seizure law is beyond the scope of this lesson, some useful generalizations can be made in connection with due process. Essentially, the government must have greater degrees of justification for greater degrees of intrusion into one's liberty. For instance, the government needs a search warrant, based on probable cause and specifying what it to be searched and seized, approved by the judicial branch before conducting a search in a person's home or of his body, or anything in which he has an "reasonable expectation of privacy," *Katz v. U. S.*, 389 U.S. 347 (1967), unless certain exceptions arise.

One set of exceptions has to do with the safety of the police when questioning or arresting a suspect. When the police have "reasonable, articulable suspicion" that a person may be committing a crime, they may stop and question the person, and may pat down or frisk the person's outer clothing for weapons. This is known as a stop and frisk, or Terry stop, after *Terry v. Ohio*, 392 U.S. 1 (1968). Police may search a person incident to his arrest, or conduct a protective sweep of a house being searched, for safety reasons also. For

related safety reasons, searches may be conducted at airports.

The second set of exceptions has to do with other justifications for suspending the warrant requirement, such as "hot pursuit" when pursuing a suspect into a house, "emergencies" such as responding to a fire or call for help, "consent" when the police are given permission to search, and "plain view" when the violation of the law is observed from where the police are entitled to be and where other persons could observe it. In these instances, there is diminished interest in privacy and little, if any, loss of liberty or property rights attributable to the search. Put another way, the intrusion is justifiable on grounds other than a search; the discovery of the illegality is incidental to the intrusion. In a sense, these discoveries are not "searches" at all.

7. When can the police search my car?

People have a high expectation of privacy in cars, as they do in their homes and in their persons. Because cars are mobile, however, police have greater necessity to secure and inspect a car that may be involved in a crime or investigation, so they often may search a car without a warrant and without probable cause. For instance, police may do an inventory of a car before they impound it. Marijuana discovered in the glove compartment during the inventory can be used as evidence. *South Dakota v. Opperman*, 428 U.S. 364 (1976). Police cannot go beyond the purpose of the inventory, though, to open a locked suitcase. *Florida v. Wells*, 495 U.S. 1 (1990).

During an arrest of a person in a car, other occupants and the accessible interior of the car may be searched for the safety and protection of the police, as a search incident to an arrest. Similarly, police can search the accessible interior of a car stopped for suspicious behavior and its occupants for protective reasons, as in a Terry stop. Going beyond this, however, would be a violation of the 4th Amendment.

Teaching point: *To begin instruction on this point, ask students how they feel about privacy in their cars, compared to privacy in their homes. What difference does it make that cars are more mobile? What about the fact that the interior of a car and its occupants are plainly visible to someone standing outside?*

8. Can the school search me or my locker?

The key to understanding due process rights and obligations regarding searches by school authorities lies in appreciation of the special circumstances of schooling and the relationship between students and school authorities. First, schools have special responsibilities re students. The purpose of schools is to educate students, and to this end schools are empowered to establish and enforce rules to support a learning environment. To a certain degree, schools act in the place of parents, so have an obligation for the safety and moral and educational development of students in their care. For these reasons, school authorities have a high interest in order and proper behavior. Moreover, elementary and secondary students are typically minors, and in any event are seen as having developing, but not fully developed, capabilities, interests, and rights. Also, students have lower expectations of privacy while on school property.

The leading case in this area is *T.L.O. v. New Jersey*, 469 U.S. 325 (1985), where the Supreme Court allowed a school principal to search a student's purse for prohibited cigarettes after the student was observed by a teacher to be smoking in a bathroom. The principal did not have "probable cause" to search the purse, the standard that would have been required outside the school. Inside the school to maintain school rules, however, the principal could search with a lesser degree of certainty that the student committed an offense, i.e., with "reasonable suspicion" under the circumstance. In the case of a search of a student's locker, a key consideration would be the student's expectation of privacy. For instance, were the students permitted to use their own locks, or did the school possess keys to open all lockers? Did the school publish a policy that lockers were not private student areas?

In a more recent case, the Supreme Court allowed school authorities to conduct random drug tests — that is, searches without any cause whatsoever — of student athletes. The Court justified its ruling on the notions that the students had diminished expectations of privacy in the school, the school had a strong interest in promoting proper behavior and preventing drug use, particularly of athletes, and that the tests were not very intrusive in students' privacy. *Vernonia School District 47J v. Acton*, 515 U.S. 646 (1995). A similar analysis should apply in the instance of metal detectors in schools or random locker searches.

9. What protections does due process require when the government tries to take away a benefit or other interest?

The protections required by due process depend on the balance of the factors set out in *Mathews v. Eldridge*, above. In cases of welfare, employment or social security benefits, in which the recipient is dependent upon the benefits for his/her livelihood, the protections required are substantial. For instance, in *Goldberg v. Kelly*, 397 U.S. 254 (1970), the statutory entitlement of welfare benefits was considered "property," and their withdrawal was protected by the opportunity of an administrative hearing, with adequate notice and the ability to present evidence and

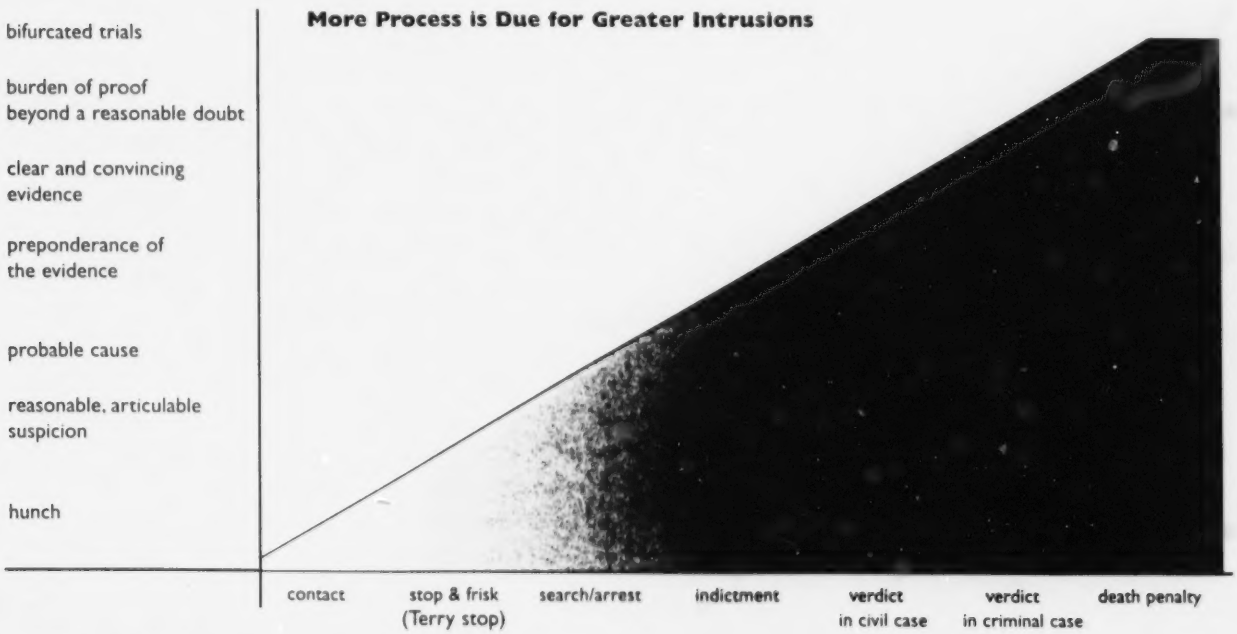
cross-examine adverse witnesses, before benefits were terminated. Similar protections are provided for other significant interests, such as a parent's relationship to her child.

For instance, the Prevention of Child Abuse and Neglect Act of the District of Columbia created a statutory structure that permits the government to remove children from families only when the children are endangered, and only then in conjunction with substantial procedural protections, such as prompt hearings and appointed counsel. For instance, the city can only remove a child from parental custody on an emergency basis when they have reasonable belief that the child is in "immediate danger" and removal is "necessary," and a hearing must be provided the next day to justify the continued removal "to protect the person of the child." To determine whether parents are committing child neglect, the government must conduct a formal hearing. A second hearing is required to determine what the government can do to remedy the situation; the government is required to provide appropriate services to the family, and can only remove the child as a last resort if the child can't otherwise be protected. See 16 D.C. Code 2301, et. seq. (1995).

In other situations where the deprivation of a constitutionally protected interest is less severe, protections are correspondingly less. In the case of a suspension from school for less than ten days, the school authorities only need to provide the student with notice of the charge and evidence against her, and to listen to the student's version of the story, before the suspension. *See Goss v. Lopez*, above.

10. How does this whole idea of due process work? It would be great if students would ask this question. To help them grasp the notion of the flexible and relative nature of due process, they could participate in the making of a graph that shows due process protections as one axis and the situations requiring due process along the other axis. The basic concept of the chart is reproduced below. Students should see, after constructioning the chart, that due process is provided relative to the situation.

Teaching Point: *The key to this part of the lesson is that the students should construct the graph or chart based on their understanding of the lesson. Thus, the chart serves both to evaluate what the students have learned and to instruct re the relative nature of due process. To have students construct the graph, first ask them to pin down the two extremes of the bottom axis, the deprivation / government interest axis. Ask: What is the most serious loss a person could suffer at the hands of the government? Answer: one's life, or the death penalty. What is the least serious government intrusion? There may be some debate on this, but many would say a simple contact is least (although highly intimidating for some), certainly when compared to other more intrusive interventions. Next, elicit the protections afforded with respect to the possible deprivations, and place them on the board. This should construct a chart something like the one that follows.*



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HUMAN RIGHTS & LEGAL RIGHTS

Background

1998 marks the 50th anniversary of the Universal Declaration of Human Rights. After the terrible atrocities which occurred during World War II, including killing of over six million Jews, UN members from 14 nations met to write the Universal Declaration of Human Rights (UDHR) in the hope that this type of human rights abuse would never happen again. The Declaration was adopted by the United Nations General Assembly on December 10, 1948.

Activity

Ask students to do a small group role play. They are to imagine that they have decided to leave the country in which they have been living to go, with others, to a new country where people have never lived before. To set up the best possible society, their group decides to make a list of the rights guaranteed everyone in the new country.

They can share and discuss individual lists with the group, then select no more than ten rights all agree are important. The group can compare their selections with the rights selected by other groups. Which rights do all groups have? Which ones do only some groups have? Make general headings and place related rights from groups together. Do any rights on the combined lists contradict one another? If so, which?

Then students can look at the Bill of Rights, to see which of their rights are reflected there, and the Universal Declaration, to see which it includes. They can consider also the differences between legal rights (rights laid down that can be defended in a country's courts of law or an international court) and human rights (universal moral rights that belong to people because they are human).

UNIVERSAL DECLARATION OF HUMAN RIGHTS

(Abbreviated)

Now, therefore, THE GENERAL ASSEMBLY proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms:

Article 1	Right to Equality
Article 2	Freedom from Discrimination
Article 3	Right to Life, Liberty, Personal Security
Article 4	Freedom from Slavery
Article 5	Freedom from Torture, Degrading Treatment
Article 6	Right to Recognition as a Person before the Law
Article 7	Right to Equality before the Law
Article 8	Right to Remedy by Competent Tribunal
Article 9	Freedom from Arbitrary Arrest and Exile
Article 10	Right to Fair Public Hearing
Article 11	Right to be Considered Innocent until Proven Guilty
Article 12	Freedom from Interference with Privacy, Family, Home, and Correspondence
Article 13	Right to Free Movement in and out of the Country
Article 14	Right to Asylum in other Countries from Persecution
Article 15	Right to a Nationality and Freedom to Change It
Article 16	Right to Marriage and Family
Article 17	Right to Own Property
Article 18	Freedom of Belief and Religion
Article 19	Freedom of Opinion and Information
Article 20	Right of Peaceful Assembly and Association
Article 21	Right to Participate in Government and in Free Elections
Article 22	Right to Social Security
Article 23	Right to Desirable Work and to Join Trade Unions
Article 24	Right to Rest and Leisure
Article 25	Right to Adequate Living Standard
Article 26	Right to Education
Article 27	Right to Participate in the Cultural Life of the Community
Article 28	Right to Social Order Assuming Human Rights
Article 29	Community Duties Essential to Free and Full Development
Article 30	Freedom from State or Personal Interference in the Above Rights

Twelve Hints for Lawyers

These hints for lawyers talking to public school students were prepared by Connecticut lawyer Leslie A. Williamson, Jr. They appeared in the ABA publication, Sure-Fire Presentations.

1. **Work with the Teacher** Talk with the teacher before class to determine which material should be emphasized, the background of the students, and what will be done with the subject matter once you leave.

2. **Prepare—Know Your Subject** Spend some time reviewing material before addressing students. Don't underestimate the breadth of their knowledge, and their awareness of and interest in the law.

3. **Have a Plan but Be Prepared to Vary from It** Before you walk into the classroom, know what you want to say and how you are going to say it. Establish a presentation outline (or use a suggested strategy for your presentation (see p. 16) if one is available). However, the more interest you generate, the more probable it is that you will get "off track." Don't be afraid of this but don't put yourself in the position where you are unable to get back on track.

4. **Work the Class** I never lecture, nor do I stand in one place. Move around, interact with students, get each one involved.

5. **Stress Responsibilities as well as Rights** You are a guest of the local board of education. Remember that you are in the school as a lawyer-educator, not a student advocate. Don't forget to highlight the responsibilities of a board of education.

6. **Talk with the Students, Not at Them** Most students are interested in the law. They will engage in meaningful discussion if given the opportunity. Give them that opportunity! While you may want to spend the entire period lecturing, don't.

7. **Don't Act Like a Lawyer** Certainly you should not take this hint too seriously. However, remember you are not addressing a judge but rather a group of students. Talk with them in words they can understand and take time to explain words or concepts which might not be readily known to your audience. Integrate concepts.

8. **Don't Fake It** If you know the answer to a question, answer it. If you don't, tell the students that you don't. If you try to improvise an answer the students they will know it very quickly and your credibility will be lost.

9. **Use Hypotheticals** Use examples to illustrate points you are trying to make. Develop hypotheticals from your imagination or from recent court decisions.

10. **Watch Your Time** As interesting as you will be, most of the students' attention span will parallel the class schedule. When the bell rings, they want out! Know when the class is over and time your presentation accordingly.

11. **Don't Accept What "Is"—Discuss Why It "Is"** Students will often base answers on personal experiences or school policy. What "is" may not be correct. Challenge students to determine why something "is" and ask whether what "is" is appropriate.

12. **Don't Get Caught in the Middle of a School Controversy** Students will often ask you to determine whether actions by a teacher or administrator are appropriate. Don't get placed in the position of making a judgement on the appropriateness of action taken by an educator or on a pending issue. Try to articulate both sides of the issue.

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Reaching Out to the Community

Law Day is designed to reach the whole community with positive messages about our system of liberty under law. To extend your reach as far as possible, be sure to involve community groups not only early in the planning process, but as much as possible in putting on programs. Bringing such groups on board can give you access to target populations, information on what these populations need to know about law, help with publicity, and convenient (and free) locations for your programs.

Who to Involve

Think about the many kinds of people who live in your community who would benefit from programs about how the law affects them, then think about the groups that can help you reach these populations.

Elderly	AARP local chapters, local agencies on aging, state agency on aging, senior citizens' centers, nursing homes
Youth (outside of school)	Scouting groups, Explorer Posts, Boys'/Girls' Clubs
Business/Civic Leaders	Better Business Bureau, Chamber of Commerce, Lions, Rotary and other service clubs
New Citizens (Naturalization Ceremonies)	U.S. Immigration and Naturalization Service, federal district courts administering swearing in ceremonies, community groups serving new immigrants, including groups that may reach them in their native languages
Employees	More and more worksites are offering educational opportunities to employees. Many of these informal, lunchtime programs focus on practical life skills, and the law can be a big part of these programs. The Lunch 'n' Learn the Law program gives you everything you need to approach employers in your community. See p. 60 of this guide for details.
Low Income People	Legal service and legal aid programs, government agencies in health and human service
General Public Outreach	Others offering programs for the public include libraries, community colleges, neighborhood groups, and churches

People are hungry for good, accurate, unbiased information about the law, and community groups know this. If you approach them early with an offer to work together on outstanding programs for their members, you'll find them coming on board enthusiastically.

Putting a Legal House in Order

Our annual survey of bar associations shows that programs on planning ahead to minimize future legal problems are much in demand. People realize that planning now can save trouble and stress in the future.

Here are some quick bullet points on some major areas that are part of putting a legal house in order. Feel free to photocopy each topic as a handout, or use them to create your own flyers to share with the public.

Need more help? Choice in Dying, with the support of the American Bar Association, is offering a free program to educate attorney groups throughout the United States on end-of-life decision planning. The program consists of the video Whose Death Is It Anyway?, which demonstrates the concerns of real families as they make tough end-of-life decisions, as well as packets containing state-specific information and materials regarding end-of-life decision making. Please contact Carol Sieger, Staff Attorney at Choice in Dying, to take advantage of this program. She's at 212-366-5540

ESTATE PLANNING

Planning your estate is about caring for your loved ones, seeing that they are provided for, and making sure your hard-earned property is distributed according to your wishes.

Your estate consists of all your property, including:

- your home and other real estate,
- tangible personal property such as cars and furniture, and
- intangible property like insurance, bank accounts, stocks and bonds, pension and social security benefits.

An estate plan is your blueprint for where you want your property to go after you die.

Not just for the elderly

Estate planning is emphatically not only for older people. Too many young and middle age people die suddenly, often leaving behind minor children who need care and direction. Estate planning should be part of your overall financial plan, along with your children's college tuition and your retirement needs. If your circumstances change, it's easy and inexpensive to adjust your plan.

What happens if you don't plan

If you die without a will or trust, you've in effect left it to state law to write your will for you.

That means the state will make certain assumptions about where you'd like your money to go–assumptions with which you might not agree. Some of your hard-earned money might end up with people who don't need it. Meanwhile, others who might need the money more, or who are more deserving, could be shortchanged. And surviving relatives may squabble over who gets particular items of your property, since you didn't make these decisions before you died.

What is a Will

- Legally, a **will** is a revocable transfer to take effect when you die. It covers how you want to dispose of your property at death. You can change it before you die.
- All states have standards for formal wills. Writing a **formal will** and following these standards helps assure that your wishes will be followed after your death.
- You must be of **legal age to make a will**. This is 18 in most states.
- You must be of **sound mind**, which means that you should know you're executing a will, know the general nature and extent of your property, and know the objects of your bounty, i.e. your spouse, descendants and other relatives that would ordinarily be expected to share in your estate.
- The will must have a substantive provision that disposes of property, and it must indicate your intent to make the document your final word on what happens to your property—that is, that you really intended it to be a will.
- In almost all states, the signing of a formal will must be witnessed by at least two adults who understand what they are witnessing and are competent to testify in court.
- A formal will must be properly **executed**, which means that it contains a statement at the end attesting that it is your will, the date and place of signing, and the fact that you signed it before witnesses, who then also signed it in your presence—and watched each other signing it.

Ten things estate planning can do for you

1. **Provide for your immediate family**
Besides providing money through a will or trust, both spouses should be sure in their wills to nominate personal guardians for the children under 18, to make important decisions about their upbringing, education, and way of life.

2. **Get your property to beneficiaries quickly**
Options include insurance paid directly to beneficiaries, joint tenancy, living trusts, and simplified or expedited probate.

3. **Plan for incapacity**
Health care advance directives enable you to decide in advance about life support and pick someone to make decisions for you about medical treatment.

4. **Minimize expenses**
Good estate planning lowers the cost of transferring property to beneficiaries.

5. **Choose executors/trustees for your estate**
Choosing competent executors/trustees and giving them the necessary authority will save money, reduce the burden on your survivors, and simplify administration of your estate.

6. **Ease the strain on your family**
You can plan your funeral arrangements when planning your estate. Or you may want to simply limit the expense of your burial or designate its place.

7. **Help a favorite cause**
Your estate plan can support religious, educational, and other charitable causes, either during your lifetime or upon your death, and save on taxes.

8. **Reduce taxes on your estate**
A good estate plan can lower taxes imposed at death.

9. **Provide for people who need help and guidance**
You could establish a special trust fund for disabled family members, young grandchildren, and others who need support that you won't be there to provide.

10. **Make sure your business goes on smoothly**
You can provide for an orderly succession and continuation of its affairs by spelling out what will happen to your interest in the business.

Preparing a Will

- The first step is to think about the basics: what property do you have, and to whom do you want it to go? Who should carry out your wishes (be the executor of your estate)? If you have minor children, who should be their guardian?

- Then meet with your lawyer to discuss your financial situation and estate planning goals. Your lawyer will review any documents you've brought in and ask questions that will help you think through various issues and possibilities. He or she will outline some of the options the law provides for accomplishing your goals. It will be up to you to make your own choices from among those options.

- Then, based on the choices you have made, your lawyer will draft a will or trust. At a second meeting, he or she will review that document with you. If it meets with your approval, it can be signed then and there.

- You should review your estate plan periodically, perhaps every three to five years. This will enable you to adjust your estate plan to account for changes in your financial or personal circumstances, or changes in the law.

Where to Keep Your Will

- It's not a bad idea to make a few *unsigned* copies of your will and have them available for ready reference, but to avoid confusion, you should sign only one original. This—and only this—will be your legally valid will.

- Keep it in a safe place, such as your safe deposit box or your lawyer's office. Some jurisdictions will permit you to lodge the will with the probate court for a nominal fee.

- You should also keep a record of other estate planning documents with your will, such as a trust agreement, IRAs, insurance policies, income savings plans such as 401(k) plans, government savings bonds (if payable to another person), and retirement plans.

If you become ill and unable to make decisions, who will manage your property and take care of those who depend on you? Who will decide what medical care you are to receive, or not receive? The law can help—if you plan ahead.

Protecting Your Property

- **joint ownership** (particularly of joint bank accounts) is a simple and very convenient way to manage the income of an incapacitated person, when combined with direct deposit of the person's checks.

- **durable power of attorney (DPA)** is a written authorization for a person you name to act on your behalf for whatever purpose you spell out in the writing. The person you appoint is called the **agent** or **attorney-in-fact**. The agent does not have to be a lawyer. A power of attorney is **durable** only if it continues to operate and be legally valid even after your incapacity.

- A **trust** is a legal arrangement under which a person or institution, called the **trustee**, holds the title to your property for the benefit of some person or persons called the **beneficiaries**. You can set one up now and control it while you are healthy, and it continues in operation under a successor trustee if you become unable to manage your affairs.

Health-Care Advance Planning

- A **health care advance directive** helps you when you cannot speak for yourself. It's any written statement you make while competent concerning your future health care wishes.

- Formal advance directives include the **living will** and the **health care power of attorney**, often merged in a single, comprehensive advance directive.

Writing Your Advance Directive

- There are all kinds of forms out there. No form is perfect for everyone.

- *The form is to aid, and not take the place of, communication.* Any form you use should be personalized to reflect your own values, after thoughtful discussion with your doctors, family, and advisors. And after the form is properly signed, discussion should not cease.

- Your instructions may cover any health care issue, such as:
  - states or levels of functioning in which you would not want (or want) life-sustaining treatment
  - types of life-sustaining treatment you may want or not want and under what conditions
  - organ donation wishes
  - preferences regarding pain control and comfort care
  - preferences regarding other aspects of end-of-life care, such as your place of care

- In appointing an agent, you will need to consider who your agent and alternative agents will be, and the scope of the agents' authority. The choice of agent is the most important part of this process.

- Speak to the person beforehand and explain your intentions. Confirm his or her willingness to act and understanding of your wishes. That means talking honestly and openly about death and dying.

- Avoid naming co-agents. It adds potential for disagreement and logistical complications. If you really want co-agents, have a plan for what happens when there is a split decision among them.

Signing, Changing and Storing Your Advance Directive

- Most states require two witnesses to your signature. A few require notarization, or offer it as an alternative to witnessing. You will comply with the witnessing requirements in most states if you avoid using witnesses who are:
  - related to you by blood or marriage
  - your physician or other medical provider
  - employed by a health care facility that is treating you
  - responsible for your health care costs

- You can change or revoke your advance directive while you have the capacity to do so, and no one can make a health care decision over your objection. You can revoke your directive orally or in writing by just about any means, although it is preferable to do it by writing your agent, physician and anyone else who has a copy of your directive.

- Keep the original in a safe place where it is easily found. Give a copy to:
  - your doctor, asking that it be made part of your medical record
  - your agent, making sure he or she knows where to find the original
  - any successor agent or family member who is likely to be involved in decisions
  - any health care facility you know will be treating you in the future
  - your lawyer, even if he or she did not prepare the document

- Consider keeping a wallet card containing a notice that an advance directive exists.

Putting on Domestic Violence Programs

Many bar associations are developing strong public outreach programs centered on domestic violence. As the Dade County example shows (see sidebar), Law Day is an opportunity to gain exposure for these programs and provide critically needed information and help.

If you're planning a program on domestic violence, the first thing you should do is find out the needs of battered victims and children. Your state coalition against domestic violence (check the phone book for listing), The National Clearinghouse for the Defense of Battered Women (215/351-0010) and the National Coalition Against Domestic Violence (303/839-1852) are great sources of information and should provide you with local organizations to contact. Most importantly, be sure to contact the domestic violence shelters in your community. They can tell you specifically what they need.

Battered victims and their children need legal help, and pro bono services are an excellent way to get it to them. Volunteers can teach victims how to obtain an order of protection or do it as a service for them. You may want to consider adopting a shelter. Volunteers can assist with grant requests and other legal matters, as well as provide direct legal representation for the shelter's victims.

Hold a legal clinic. Send teams of lawyers into shelters to provide victims with helpful "how-to" tips and suggestions on how to remedy some of their legal issues. It's very important to remember that domestic violence is not limited to just family law. Victims of domestic violence experience legal matters involving landlord/tenant issues, for example. It's likely that a spouse or partner has been forced out of their apartment — that individual needs to know their legal rights as a tenant. If a spouse or partner's credit is being impacted or abused by another's, they need a lawyer who knows about credit and bankruptcy to instruct them on the law. A battered victim could also be the victim of employment discrimination if they're being threatened with termination for excessive absences caused by mental distress or physical abuse. A victim needs to know how the law can protect their job. Civil, criminal, medical, and tort law — practically every area of the law — impacts battered victims, which is why it's important to have lawyers with diverse legal backgrounds facilitate your clinic.

Train your volunteers before they begin about the special needs of victims of abuse. They should meet with intake counselors who work in shelters, and spend time talking about the stereotypes. Battered victims are not unintelligent. In many instances they have done everything they can to survive, except leave. It's important to understand the mentality of an abuse victim, which is very similar to that of a prisoner of war.

An escape attempt means risking being beaten, killed or never seeing their families again. It's when a victim decides to leave that he or she is in most danger. The abuser will almost always do something to regain control over the victim. It's important for volunteers to understand these facts to avoid making insensitive or offensive comments such as "I don't understand why you keep going back," or "Why don't you just leave?"

Of course you'll help victims obtain an order of protection or restraining order, but don't stop there. A safety plan is critical. Printing and/or distributing safety plans is an inexpensive, fast and effective way to get necessary information to victims. Post them in public places where they can be read without threat.

Some Resources for Your Program

The ABA Commission on Domestic Violence is developing a safety plan for victims of domestic violence that local bar associations can adapt and distribute. To receive a copy, or request information on additional resources, send a request to abacdv@abanet.org or fax to 202/662-1594.

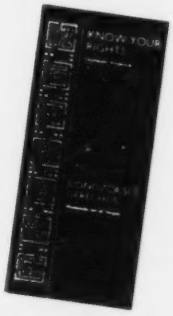
For statistics and information regarding battered women, contact:

NCADV in Washington, D.C.
202/638-6388

Battered Women's Justice Project
800/903-0111

Family Violence Prevention Fund
415/252-8900

National Battered Women's Law Project at the National Center on Women and Family Law
212/674-8200



Domestic Violence Brochure
One of 17 inexpensive brochures on practical law, many in English and Spanish.
See page 58.

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USING TV TO INFORM ABOUT DOMESTIC VIOLENCE

PROJECT DESCRIPTION:

A television show on domestic violence during Law Week addressed women's rights and options in domestic violence situations. The show, which was aired on a local public television station, was co-hosted by Carroll Kelly, President of the Dade County Bar Association's Young Lawyers' Section, domestic violence judge Linda Dakis and a representative from a local battered women's shelter.

SPONSORING ENTITY:

Dade County Bar Association Young Lawyer's Section in conjunction with public television station, WLRN.

NUMBER OF VOLUNTEERS:

5

1997 Outstanding Law Day Activity Award Winner
See pages 38-39 to find out how you can win!

NUMBER OF PEOPLE BENEFITTING FROM ACTIVITY:

Program reached 300,000 people.

THREE BEST THINGS ABOUT THIS PROJECT:

It was a great way to reach non-lawyers for Law Week.
"We were able to provide a community service to a large audience."
"We established an ongoing relationship with WLRN."

WHAT WE LEARNED TO IMPROVE THE PROJECT IN THE FUTURE:

"It's important to contact a television station as early as possible," says Detra Shaw, board member of the Dade County Bar Association Young Lawyer's Section. "Television stations plan their programming in advance, so you want to make sure you're included in their planning year. Plus, the sooner you have your air date, the sooner you can start publicizing the show."

APPROXIMATE COST:

$0 - the show was aired as a community service. WLRN television show host, Eddie S. Rivas, liked it so much that he invited the bar association to come back next year!

FOR FURTHER INFORMATION:

Detra Shaw, Dade County Bar Association Young Lawyer's Section (305/372-1800)

from left to right: County Bar Section President Carroll Kelly, Program Host Eddie S. Rivas, Judge Linda Dakis

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Law Day Porcelain Mugs
In white or sunshine yellow, this year's design makes them a great gift to teachers and volunteers. See page 44.

Celebrate Your Freedom T-shirts
This year's design in full-color and 2-color from adult small to extra-extra large. See page 44.

Law Day Cruiser Mugs
16 oz. insulated travel mugs let you bring this Law Day message anywhere. See page 46.

Putting Law Day on Press

What's black and white and read all over? A newspaper! Because newspapers are read all over the community, a Law Day newspaper or supplement is ideal for educating the public about the law and spreading the Law Day message to an even broader audience.

The good news is, these papers are a low-cost, public service that gets a big Law Day bang for the buck. Several bar associations do them every year and receive rave reviews.

If you're planning to develop a Law Day newspaper or newspaper insert this year, here a just a few things you should know.

First, you'll want to recruit volunteers to write the articles and take photographs. Plan on recruiting early. Run ads in the newsletters of your local and minority bars, and in legal periodicals. Attend bar programs or make special presentations to do one-on-one recruiting. Post flyers in courthouses, contact law firms, and pull out the old Rolodex and be prepared to make phone calls, send faxes, and mail letters. If you already have a network of folks, use them! Most people are willing and want to help.

Select topics for your articles that are practical and of interest to the communities you serve. Employment law, child custody, consumer fraud, health care rights and citizenship are among many. Be sure the articles are written in plain language that is clear and understandable. It's always a good idea to conclude articles with sources to obtain additional information if needed.

Once you've got your articles written, you may also want to include a Law Day calendar of events and other bar projects and resources that may be of interest and benefit to the public (i.e., lawyer referral programs, workshops, videotapes and publications, etc.) Other tidbits of interest include winners of Law Day contests, a news release describing Law Day and perhaps a message from the president of your bar.

Now let's go to press! One way to offset production costs is to partner with a local newspaper who may be willing to donate typesetting or other services, as well as include your newspaper or insert in their circulation. In this case, you'd only have to cover printing charges, which can vary in price depending on the number of newspapers or inserts printed. The newspaper may even be willing to donate part of the printing costs.

Another way to offset production costs is to run Law Day ads in your newspaper or insert. The idea is to solicit the participation of local law firms who would be willing to pay the newspaper a reasonable fee for inclusion of their Law Day ad in the newspaper. This is a great way for law firms to participate in Law Day, and the newspaper could use the donations toward printing and other costs. But be careful not to get into the business of promoting law firms - the idea is to encourage the celebration of Law Day.

Ideally, ads should be brief and catchy, and be sure that your newspaper or insert isn't overwhelmed by them. Providing the community with legal news, information, resources, activities and events is the ultimate goal, not filling the pages with ads. An appropriate ad might read, "Celebrate Your Freedom! With best wishes for Law Day from the Law Firm of XYZ." Finally, be clear with the newspaper that you maintain editorial control over ads and the content of articles.

Now let's spread the news! As mentioned earlier, it is a good idea to partner with a newspaper to maximize circulation, but don't stop there. Send copies to community organizations, hospitals and clinics, courthouses, schools, and other local, not-for-profit organizations who can display copies in their waiting areas. Be sure to alert your members and send them copies–word-of-mouth works! Keep in mind too that your newspa-

Lots More on the WEB

Looking for more ideas on how you can put on a great Law Day program for people in your community? You'll find dozens of ideas from programs around the country on the ABA WEB site.

This site will be growing all the way up to Law Day, so check it regularly. Here's just some of what you can expect to find:

- talking points on freedom topics to help your speakers, as well as resources on freedom issues and independence of the judiciary
- an op-ed piece on independence of the judiciary for placement in local newspapers
- Law Day graphics you can download and use
- ideas on community outreach, including
  - How you can reach the media, raise the impact of Law Day
  - Using TV/Radio as part of your programming, through ask-a-lawyer programs
  - Programs in malls
  - Tying in with Community Colleges
  - Programs for jurors
  - Reaching out to the elderly and other special groups
  - Mobile vans, practical law brochures, reaching recent immigrants, and much more
- A free list serve you can join to get regular updates electronically

Don't waste precious time reinventing the wheel. Take advantage of tried and true techniques from other Law Day planners. Visit the ABA Web site at www.abanet.org/publiced/lawday.

Don't forget to use this year's Law Day art to enhance your newspaper or insert. To order in hard copy or on disk, see page 48.

pers or inserts will make excellent handouts at workshops and in classroom settings.

When publicizing your newspaper or insert, try to hit all mediums early. Contact radio stations who may be willing to conduct on-the-air interviews with key program planners and volunteers. They may also run public service announcements and promos. Try to get newspaper coverage–feature stories and pro bono advertisements are ideal. Contact public television stations about public service announcements, and try to get featured on a special Law Day segment of your local television programming. Does your local news have a community calendar you can be included on? Check it out! Send notices via direct mail and blast faxes. Implementing, in advance, a solid plan for publicizing your program is critical to its success.

LAW DAY NEWSPAPER SUPPLEMENT REACHES THOUSANDS

PROJECT DESCRIPTION: An eight page Law Day newspaper entitled, "The Community Law Journal," published by the Young Lawyer's Section of the Bar Association of the District of Columbia. Included were articles on criminal and consumer law geared toward educating the general public about their rights and the role of law in daily life.

SPONSORING ENTITY: Bar Association of the District of Columbia, District of Columbia Bar, Washington Bar Association & Young Lawyer's Division, as well as members of the Asian Pacific American Bar Association, and the Hispanic Bar Association.

NUMBER OF VOLUNTEERS: 20 involved in putting newspaper out.

NUMBER OF PEOPLE BENEFITTING FROM ACTIVITY: Over 20,000 and counting.

THREE BEST THINGS ABOUT THIS PROJECT:
The project had great public outreach.
The community benefitted from the legal information provided.
The profession benefitted by being seen in a positive light.

WHAT WE LEARNED TO IMPROVE THE PROJECT IN THE FUTURE: Start earlier, spend more time on publicity, and try to get more media coverage. "The public never gets a chance to see the "good" stories - just the negative ones," says Kim Michelle Keenan, who chaired the Law Day program last year and is a trial attorney in Washington, DC. "When you have a great project, you want everyone to know!"

APPROXIMATE COST: $1,800 for printing costs.

FOR FURTHER INFORMATION: Jeanne Lund, Bar Association of the District of Columbia (202/223-6600)

Kim Michelle Keenan
Law Day Chair, Washington DC

COMMUNITY LAW JOURNAL
Celebrate Your Freedom!
D.C. LAW DAY, 1997
CRIMINAL LAW: An Example of Our Freedom
Tips On Selecting a Personal Injury Attorney

For Law Day Information find us on the Web at http://www.abanet.org/publiced/lawday

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LEGAL EXPO TOUCHES MANY BASES

PROJECT DESCRIPTION:

A free Legal Expo, designed to educate and inspire the public about the law, featured a full-day program of law-related speakers, presentations and exhibits. Afternoon events focused on programming and activities of interest to the general public, including an "Ask-a-Lawyer" booth.

SPONSORING ENTITY:

Hennepin County Bar Association, Ramsey County Bar Association and the Minnesota Paralegal Association.

NUMBER OF VOLUNTEERS:

There were 95 professional volunteers, and 40 high school students who served as ushers.

NUMBER OF PEOPLE BENEFITTING FROM ACTIVITY:

1,900.

THREE BEST THINGS ABOUT THIS PROJECT:

The "Ask-a-Lawyer" exhibit was a strong people draw.

Participants enjoyed meeting and interacting with the judges, who presented various workshops and facilitated question and answer sessions.

Many of the workshops were both educational and entertaining. The canine unit demonstration was particularly engaging and fun.

WHAT WE LEARNED TO IMPROVE THE PROJECT IN THE FUTURE:

"Don't rely solely on media coverage to promote your program," says Duane D. Stanley, Assistant Executive Director for the Hennepin County Bar Association. "News of flooding in the Midwest preempted many of our public service announcements and advertisements."

"It's hard to get people to come downtown on a Friday night," says Stanley. Choose a venue that's easily accessible, and a day and time that's convenient to the public.

APPROXIMATE COST:

A total cost of $13,000 was offset by $5,000 in exhibit booth rental fees.

FOR FURTHER INFORMATION:

Duane D. Stanley, Hennepin County Bar Association (612/340-0022)

REGIONAL BAR MAKES BIG SPLASH FOR $100

PROJECT DESCRIPTION:

1997 Outstanding Law Day Activity Award Winner
See pages 38-39 to find out how you can win!

Seventeen activities designed to raise awareness of American law and justice. Among them was a televised Law Day ceremony with the Chief Justice of the Connecticut Supreme Court, a community college symposium, adopt a class program, high school mock trial competition, Law Day bookstore and library displays, Law Day presentations to senior citizens, Liberty Bell award ceremony, a road race, softball tournament, five charitable drives, immigration informational reception, and a celebration of the grand opening of the state's first court information center.

SPONSORING ENTITY:

The Stamford (CT) Regional Bar Association with the Stamford Superior Court, State Chief Court Administrator's Office, Quinnipiac College of Law, local hospitals, running clubs and businesses, Red Cross, St. Luke's Lifeworks Employability Center, Women's Mentoring Network, Salvation Army, Norwalk Community Technical College and the Connecticut Bar Association.

NUMBER OF VOLUNTEERS:

Over 30.

NUMBER OF PEOPLE BENEFITTING FROM ACTIVITY:

Impossible to quantify, since so many were reached in so many ways.

THREE BEST THINGS ABOUT THIS PROJECT:

Impacted all members of the community from kids to senior citizens.

Most of the events paid for themselves - $100.00 was mainly used for mailing promotional flyers.

Worked with a great network of people who willingly volunteered their time and participated in the events.

WHAT WE LEARNED TO IMPROVE THE PROJECT IN THE FUTURE:

"Plan ahead, and begin recruiting and publicizing early," says Leah Pavetti Hogan, Law Day co-chair. "Next year we'll hold the events that generate money first, to ensure funds will be available to reinvest into the later programs and events."

APPROXIMATE COST:

$100.

FOR FURTHER INFORMATION:

Leah Pavetti Hogan, The Regional Bar Association (203/356-1355)

BEST COPY AVAILABLE

NEW!

Celebrate Your Freedom Law Day Display Package
Save with this economy package of Celebrate Your Freedom display items - bookmarks, flyers, display cards, and poster. See page 45.

Talking Points on Independent Courts

Introduction

Below are some talking points and discussion questions designed to help you make presentations on a topic vital to preserving our freedoms—independence of the judiciary. These points can serve as notes for speeches, act as a catalyst for discussion, or be distributed to the audience as a hand-out. Talks may range from a public conversation among community members and leaders to a single speaker making a presentation to a classroom, to a moderated panel discussion. Remember, too, that there are many other topics—including the due process protections of trial by jury and right to counsel—that could be the basis for excellent presentations on how our Constitution protects freedom. See page 15 of this guide for ideas on presenting due process. The Law Day WEB site has additional resources on due process and independence of the judiciary.

Origins of Judicial Independence

1. Judicial independence is protected by the U.S. Constitution because the founders had first-hand experience being a persecuted minority, in courts they felt were unfairly controlled by the ruling party.

2. The Declaration of Independence, in criticizing King George III for making "judges dependent upon his will alone for the tenure of their offices and the amount and payment of their salaries," testifies to this fact.

3. This experience convinced the founders that Americans needed independent courts to be protected from unreasonable searches, star chamber trials, and other examples of overreaching government power.

4. To make the rule of law a reality, they knew that courts had to protect the rights of those promoting unpopular views, those representing minority viewpoints or factions, even those accused of serious crimes.

Constitutional Protections

5. In the Constitution, the founders protected judges from political pressure by specifying that they hold their office "during good behavior." This means that their appointments are for life unless they are impeached.

6. To prevent Congress retaliating against judges, the Constitution specifies that their salaries cannot be diminished during their tenure.

7. The final constitutional safeguard is the intentional difficulty of the impeachment process—only on "impeachment for, and conviction of, treason, bribery, or other high crimes and misdemeanors."

8. Judicial independence was tested in the early 1800s when Justice Samuel Chase, an ardent and outspoken Federalist, came under fire from Jeffersonians alleging that Chase had engaged in judicial misconduct. After an impeachment trial, the Senate acquitted Chase, establishing the precedent that a federal judge may not be removed from office because his or her actions on the bench are unpopular.

9. In more than 200 years, only 13 attempts have been made to formally impeach federal judges, and only 7 judges have been convicted and removed from office—none because Congress disagreed with a judge's judicial philosophy or with a particular decision.

10. Legislatures have established processes for disciplining judges short of impeachment. For example, they can be reprimanded by the chief judge of the circuit and have all work removed from them (but they retain their salary). These forms of discipline are never to be imposed because the judge has made an unpopular decision.

Benefits of Judicial Independence

11. It assures all Americans that cases will be decided on their merits. All litigants know that their case will be decided according to the law and the facts, not the vagaries of shifting political currents or the clamor of partisan politicians. Decisions are based on what is right and just, not what is popular at the moment.

12. Throughout American history, the independence of the judiciary has protected individual liberties and prevented a tyranny of the majority. Examples include extending voting rights, ending segregation, protecting average citizens from unwarranted government intrusion.

13. Emerging democracies look to our system of an independent judiciary as a model. They are all too familiar with "telephone justice," in which a judge adjourns court to wait for the call that tells him or her how to decide the case.

Current Controversies

14. Despite occasional periods of tension, these protections have generally worked for more than two centuries to keep the judiciary free from partisan politics. Recently, some judges have come under fire by

politicians and the general public because their decisions seem unfair or inconsistent with the public's sense of justice. Some critics have even suggested that judges should be impeached for unfavorable rulings.

Discussion Questions

Judges should decide cases based on their knowledge of the facts and the law. What would be the impact of allowing partisan politics to influence their decisions? What would be the impact of allowing public opinion to sway decisions? Are televised trials a problem?

What are some examples of the positive effects of judicial independence for American society?

Obviously, any judge's decision can be criticized, and debate over decisions and the general direction of courts can be healthy. When does criticism slide over into attacks on the courts that should concern us? Is it important to support the authority of a judge to make a decision, even when a particular decision does not agree with our sense of fairness or justice?

Can we have judicial independence and judicial accountability at the same time?

Does the right to appeal decisions to higher courts suffice to correct errors?

How the Other Branches Can Influence the Judicial Branch

15. The president influences the courts by nominating judges to the federal bench.

16. Congress influences the judicial branch through
    - legislation (i.e., if Congress believes the courts have misinterpreted a law, it can clarify the law; it can also pass laws altering the impact of decisions)
    - laws specifying the jurisdiction of various courts
    - laws specifying the number of judges overall and on particular courts (even the U.S. Supreme Court)
    - appropriations to allocate money to the courts (judges' salaries can't be diminished, but funds for supporting staff, facilities, and supplies are appropriated each year)
    - the exercise of the Senate's power to confirm the president's nominations to be judges.

Discussion Questions

Is this kind of long-term influence on the bench—president nominates, Senate approves or disapproves, public votes for president and Congress—a way of generally introducing accountability into the courts? Is this appropriate?

Could these general powers be misused to inappropriately influence judges? (Examples might include President Roosevelt's "court-packing" plan of 1937, attempts to hold up approval of nominees until the next election, approving only those nominees who have passed a "litmus test" on how they might decide cases, attempts to use the power of the purse to punish courts as a whole, if not specific judges.)

In Senate hearings on a president's nominees, which questions are appropriate, and which inappropriate? Is it proper to try to determine how a judge will decide a particular kind of case? To determine his/her general judicial philosophy? How should the Senate evaluate the qualifications of prospective judges?

State Courts

17. This discussion has focused on federal courts, but the politicizing of courts is a problem in many states.

18. Many state judges are elected, or, if appointed, have to be on the ballot periodically and receive at least a particular level of support to be retained in office. In recent years, well-funded campaigns in some states have removed judges who rendered unpopular decisions. The "facts" of these decisions are often oversimplified or even distorted during the campaign. Judges often are hampered by ethical rules in replying to charges.

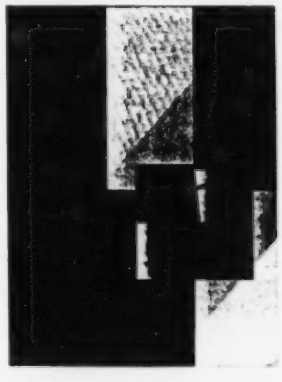
19. Every state has a Code of Judicial Conduct and a commission charged with investigating and, if appropriate, punishing judges guilty of misconduct (but again, punishments are not inflicted just for unpopular decisions). State judges can sometimes be suspended, involuntarily retired, or removed from office.

Discussion Questions

Should judges be elected or appointed? If they are elected, will they feel indebted to the interest groups/political party which aided in their elections, and will that compromise their independence? Can we expect judges to render impartial decisions when lawyers who donated to their campaign funds are arguing cases in their courts?

When judges have to participate in retention elections, the public is holding them accountable for their work. But is this the best way of improving the quality of the judiciary? Will the public be swayed by emotional appeals based on a few unpopular cases?

Are the disciplinary commissions sufficient to punish judicial misconduct without impinging on judicial independence?



Guide to Educating the Public about the Courts
40 sample presentations and many model programs to help you get the good word out. See page 60.

Reaching Out to the Media

Of course you want the highest profile for Law Day that you can get. The more people you reach through the media, the greater the chance of the message getting across. You'll attract larger audiences for your activities, and receive more public recognition for the fine work you do.

But how can you work effectively with the media? Here are some tips.

1. Don't let Law Day be the only time the local media hears from you! Build a year-round relationship by offering your organization as a valuable resource for information. Let editors and reporters know that they can contact you when they need expertise on interpreting law-related events. If you publish guides on topics such as rights for seniors or home-buyers, be sure members of the media receive a copy to file for future reference.

   When news breaks, reporters need help quickly in putting together an accurate story for their audience. If they know they can always turn to you for timely assistance, newspapers and stations will be much more likely to help you publicize your events.

2. Don't forget the smaller media, including specialty and ethnic outlets. Remember that weeklies are seen by plenty of people, concentrate on local news, and may be a great opportunity to place stories about Law Day.

3. Reach the key people at each media outlet. Your own members may have personal contacts that will make the process go much, much smoother. For media where you don't have a personal contact, let your fingers do the walking. Using the Yellow Pages, compile a list of all the TV/radio and newspapers in your area.

   When you call the switchboards of a small weekly or ethnic newspaper you might ask for the publisher or editor; at a larger paper, it might depend on what you want to accomplish. If you want to place an op-ed article or guest commentary, you might try the editorial page editor. If you want an event covered by a reporter, ask for the city editor or assignments editor or the legal affairs reporter. You can ask by name for a columnist or feature writer who has included information on community events of other organizations and might be receptive to putting in something on what your group plans for Law Day.

   At a TV or radio station, ask for the assignment editor, or the producer of a talk-show you want to be on, or an on-air personality who might be receptive. (See page 36 for placing PSAs.)

4. If you want significant TV coverage, say of an "Ask-a-Lawyer" Law Day program (events are often publicized throughout the day, with live segments from the area where lawyers are taking calls), try to get a time commitment early, since TV schedules well in advance. Radio is easier to get on, and requires less advance planning.

5. Awards ceremonies are great photo opportunities, and a terrific chance to get publicity. More than 200 bar associations present annual Liberty Bell Awards for outstanding public service by an individual in the community. Some groups, like the Saginaw (Michigan) Bar and Lawyers Auxiliary, give out other awards as well, such as the Golden Apple Award for outstanding promotion of education, and a new award for an individual who made an outstanding contribution to the Law Day pro-

Sample Mayor's Law Day Proclamation

(Note: This sample can be adapted for use at either state or local level.)

- Whereas, May 1st is Law Day in the United States of America, and

- Whereas, the United States of America has been the citadel of individual liberty and a beacon of hope and opportunity for more than 200 years to many millions who have sought our shores, and

- Whereas, the foundation of individual freedom and liberty is the body of law that governs us, and

- Whereas, the Constitution of the United States of America and the Bill of Rights are the heart of that body of law, which guarantees us many freedoms – including freedom of religious belief, freedom to have and hold property inviolate, freedom of assembly, freedom of speech, freedom of press, freedom of petition, and due process of the law among others, and

- Whereas, this year marks the 41st annual nationwide observance of Law Day, and the Congress of the United States and the President by official proclamation have set aside May 1 as a special day for recognition of the place of law in American life,

- Now, therefore, I, Mayor of the City of _____, do hereby designate May 1, 1998 as Law Day and call upon all citizens, schools, businesses, clubs and the news media to commemorate the role of law in our lives.

gram. Saginaw also does a number of contests for kids–an essay contest, mock trial script contest, and coloring, poster, and billboard design contests–which offer the media a wide range of appealing features and images.

6. Don't forget the power of good works. Law Day planners around the country have coordinated blood drives, food drives, toy drives, even clothes and shoe drives. In some areas, lawyers have donated their time to cleaning up/painting a blighted area. Softball games and fun run proceeds often go to charities. Visual examples of public services such as these should generate media coverage not just of the gifts, but of the larger themes of Law Day. Sometimes the educational component can be built in. The North Carolina Bar Association sponsored an "Official Race to the Courthouse Fun Run" that traced the appeal process in a lawsuit from one courthouse to another. Proceeds went to a justice fund.

7. Use as many outlets as you can. The Dougherty Circuit Bar Association in Albany, Georgia, made an impact last Law Day with appearances on a TV morning talk show; an op-ed piece in local daily and weekly newspapers, as well as articles about the bar's Law Day programs and the services lawyers provide; radio PSAs on five local stations, as well as an appearance on a call-in show; and even marquee signs on local businesses during the month of May. (For more on what this bar association did, as well as other publicity efforts on Law Day, check out our web site: http://www.abanet.org/publiced/lawday.)

Writing a Press Release

- Be sure your press releases include the basic who, what, when, where and why in the first or second paragraph;
- Write in short sentences that get to the point fast;
- Include a contact person's telephone number on the release and make sure that number is staffed during business hours.

Sample Press Release

(Today's date)
For Immediate Release

Contact: (name)
Phone: (number)

Big Bad Wolf Has Day in Court at Prairie Elementary

High school students will perform a mock trial, B.B. Wolf v. Curly Pig, before fifth and sixth graders at Prairie Elementary on Tuesday, May 1.

Mr. Wolf has been charged with terrorism, destruction of property, and attempted murder of the Three Little Pigs, according Jane Collins, president of the Clinton County Bar Association. He will appear before Judge Carlos Rodriguez in the Hindley Auditorium Theater.

"The mock trial is a lot of fun for the students, but it also helps them understand important constitutional principles," Ms. Collins explains. "It is a great opportunity for them to learn from older students."

Two attorneys from the Clinton County Bar Association will be on hand to discuss the skit afterwards with students in their classrooms. Parents are invited to attend and cameras are welcome in the courtroom.

The mock trial is being performed in connection with Law Day, an annual event held May 1 to expand awareness of how laws and the justice system impact our lives.

# # #

(For more information or press credentials to attend the mock trial, please contact [name and phone number.])

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Sending News Releases

The fact that your group is having a Law Day luncheon is not news–unless you've lined up a great speaker with big name recognition. The media might be interested, however, in more photogenic events such as a special naturalization ceremony or a mock trial at an elementary school.

Send a one-page release to the newspapers, radio and TV stations at least two months ahead of your event. Include a contact name with a phone number that is staffed during the day. Follow up with a phone call a month before the event to ask if they received your release and if they are planning on covering the event.

Alert others to the fact that you are inviting the media to come. A school, for example, may have special restrictions on photographing or videotaping children.

Don't take it personally if the media does not show up. A bomb scare at the airport can pre-empt an event you worked months to produce. Have someone on hand who can take quality photographs or a professional videotape of the event and contact the media the next day to ask if you can submit it to them along with a story.

Submitting PSAs to the Media

While releases are sent to the newsroom, public service announcements or PSAs should be sent a month in advance of the event to the community calendar department of local stations and newspapers. PSAs briefly spell out who, what, when, and where in one or two sentences. Stations record them in advance or have an announcer read them over the air, and newspapers can include them in a calendar of events.

Most stations will only use PSAs which are ten seconds long, although you can also submit a 20 or 30 second version. Practice reading your copy out loud at varying speeds to allow for different announcer styles.

If you have the equipment to record a high quality video or cassette tape of your PSA, the station may use it. Slides from last year's event can be combined with an audio recording. The station may choose to have an announcer read it on air or include it in a listing of other calendar events, however, so always submit the script with a tape.

Remember to take slides of the events which can be used by TV stations in next year's PSAs.

Sample PSAs

:10 Seniors can meet with attorneys free from 9 to noon Thursday, May 2 at the Concord Senior Center. To find out more, call 990-1875.

:20 Senior citizens can meet with an attorney to receive legal advice at no charge from 9 to noon Thursday, May 2 at the Concord Senior Center, and from 10 to noon on Friday, May 3 at the Jewish Community Center. To find out more or reserve a time slot, call 990-1875.

Law Day Folder
It can be a press kit packet or a resource folder. Laminated for greater durability. See page 47.

Law Day '98 Disk/Camera Ready Law Day Art and Media Packet
Two inexpensive ways to get the Law Day art, talking points for speeches, and an op-ed article on this year's theme for placement with media in your community. See page 48.

To order call 800-285-2221

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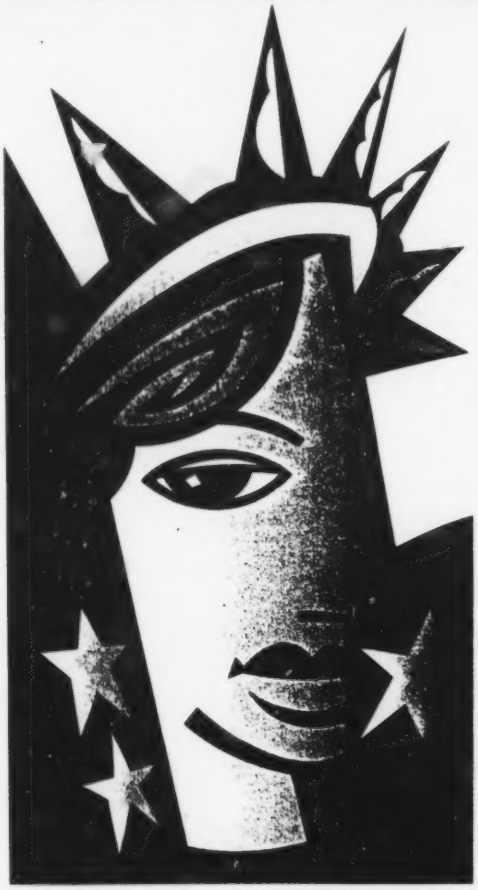


Law Day Awards Programs

GIVE YOU TWO WAYS TO BE RECOGNIZED

Outstanding Law Day Activity Awards

This program lets outstanding state and local programs get the national recognition they deserve. Awards are given to programs that have found creative ways of reaching out to schools and the community, and have forged strong partnerships with other group to deliver the message about the benefits of the rule of law. Entry guidelines and entry form for the Law Day Activity Awards are on pages 38-39.

The Judge Edward R. Finch Law Day Speech Awards

This program focus on original speeches that clearly enrich the public's understanding of law and appreciation of the role law plays in our society. We now accept video or audio tapes, as well as transcripts, for consideration. Entry guidelines and entry form for the Judge Finch Speech Awards are on pages 40-41.

Last year's winners for both competitions are on pages 42. Be sure to check out these exemplary efforts.

Please feel free to photocopy the Guidelines and Forms and share them with other organizations or persons eligible to enter the competitions.

1998 OUTSTANDING LAW DAY ACTIVITY AWARDS

Statement of Purpose

These awards recognize outstanding Law Day activities conducted to expand the American public's understanding of the rule of law and appreciation of the positive role law plays in our society. Competitive preference will be given to those groups which emphasize this year's Law Day theme, Celebrate Your Freedom, in their activities. The purpose of the awards program is to recognize and showcase effective Law Day activities and to share these models with others throughout the country.

Eligibility

All organizations conducting 1998 Law Day activities are eligible, except American Bar Association entities.

Selection Criteria

Entries will be judged on:

- Extent to which the activity expands public awareness of the rule of law
- Extent to which the activity highlights the theme of Celebrate Your Freedom (see page four of this planning guide)
- Extent of outreach to communities and schools (public impact, including number of people reached by each activity and media coverage)
- Extent and effectiveness of partnerships formed among community groups, schools, and legal organizations
- Quality, innovation and effectiveness of approach
- Extent to which activities have the potential to extend their impact beyond Law Day (i.e., planned follow-up activities, integration into ongoing school or community-based law-related education activities)

(NOTE: all activities will be judged with respect to the size of their budget; this criterion is designed to ensure that activities with larger budgets do not receive competitive advantage over those with smaller budgets)

Entries

All entries must include **four copies of entire entry set** (collated), including

- the completed **entry form** (signed original and three photocopies)
- an **activity narrative** (not to exceed 750 words) demonstrating how each of the selection criteria were met
- **supporting materials** if available, such as newspaper articles about your activity, letters of support and thanks, etc. (not to exceed 15 pages on 8 1/2"x 11" paper)
- **work products**, if any, including, materials such as
  - videotapes for schools, the public or original mock trials
  - photos of bookstore/library/school displays, exhibits of winning posters/photos
  - handouts for the public and for students
  - posters and any other educational materials developed by the program

All entries become the property of the American Bar Association and will not be returned.

Awards

Inscribed plaques will be presented to award winners at a special presentation at the ABA Mid-Year Meeting in February 1999, in Los Angeles, California. In addition, each award winner will receive a credit of $100 toward purchase of Law Day materials and will be prominently featured in the ABA's national publicity effort for Law Day.

In recognition of their public education efforts, all entrants will receive a Certificate of Participation from the American Bar Association. Information about 1998 Law Day activities will be incorporated into the ABA's Law Day database, enabling us to provide resource information to Law Day planners nationwide.

Deadline

Entries must be postmarked by June 10, 1998 to be considered. **Send four (4) collated copies of each entry set to:**

Outstanding 1998 Law Day Activity
Recognition Program
ABA Division for Public Education
541 N. Fairbanks Ct., 15th Flr. (15.3)
Chicago, IL 60611-3314
For information, call: 312-988-5735
E-Mail:tgraves@staff.abanet.org

check list

- ❑ Entry Form **(signed original & 3 copies)**
- ❑ Activity Narrative **(4 copies)**
- ❑ Supporting Materials, if any **(4 copies)**
- ❑ Work Product, if any **(4 copies)**

BEST COPY AVAILABLE

ENTRY FORM OUTSTANDING 1998 LAW DAY ACTIVITY AWARDS

POSTMARK DEADLINE: JUNE 10, 1998

Please complete all items on this form and return it with your narrative about your activity, supporting materials (if any) and work products (if any) by the deadline. Refer to the guidelines on the facing page to ensure that you are meeting all requirements. **Remember, an original of this entry and three copies, and a total of four (4) copies of the Activity Narrative and all supporting materials and work products, must be submitted.**

1. CONTACT INFORMATION Please indicate below the individual who is your contact for further communications (awards notification, next year's Law Day Planning Guide, etc.):

Name _____

Title _____

Organization _____

Address _____

City State Zip _____

Phone Number _____

Fax Number _____

E-Mail Address _____

Web Site Address _____

2. KEY DATA

A. ACTIVITY NAME _____

B. MAIN SPONSOR (if any) _____

C. COOPERATING/COSPONSORING ORGANIZATIONS

_____

_____

_____

D. TARGET AUDIENCE(S) (you must specify number of people reachedand composition of audience(s))

_____

_____

E. DATE/DURATION OF ACTIVITY (e.g., Law Day, Law Week, or longer; please specify)

_____

F. ACTIVITY SUMMARY In the space provided below, please provide a brief summary (no more than 100 words) of your activity. Please make sure this summary highlights your activity effectively, as it will be used for our promotional materials. This summary is required for your entry to be considered.

_____

_____

_____

_____

_____

_____

_____

_____

_____

OVERALL PROGRAM BUDGET _____

G. ACTIVITY NARRATIVE **(FOUR COPIES)** Please include, on separate sheets of paper (headed #2F, ACTIVITY NARRATIVE), a description of your activities (no more than 750 words) and indicate how it met each of the awards program's selection criteria.

H. SUPPORTING MATERIALS **(FOUR COPIES)** If you wish, you may also include up to 15 pages of additional materials to help us evaluate your activity, especially regarding its impact upon the public. Examples are clips showing media coverage, letters from the public, testimonials, reports, evaluations or other objective data, and background information on activity, sponsoring organizations or key program personnel. Please submit these materials on 8 1/2" x 11" sheets.

I. WORK PRODUCTS **(FOUR COPIES)** If you wish, you can also submit four copies of key work products developed in conjunction with your activities, such as educational videotapes, posters, original mock trials, brochures and other written materials for the public, etc.

The postmark deadline for entries is June 10, 1998. All entries should be submitted to the following address:

Outstanding 1998 Law Day Activity
Recognition Program
American Bar Association
Division for Public Education (15.3)
541 North Fairbanks Court
Chicago, IL 60611-3314

I certify that, to the best of my knowledge, the information included in the accompanying materials accurately and truthfully represents our activities, their impact and outreach, and that we have noted all cooperating or cosponsoring organizations that contributed to these activities.

I grant the ABA's Division for Public Education the nonexclusive right to use, reproduce, or disseminate by any communications medium my entries, or portions thereof, to publicize and promote its nationwide Law Day Program.

_____
Signature

_____
Title Date

BEST COPY AVAILABLE

For Law Day Information find us on the Web at http://www.abanet.org/publiced/lawday

Helping You Receive Recognition

1998 JUDGE EDWARD R. FINCH LAW DAY SPEECH AWARDS

Statement of Purpose

The Judge Edward R. Finch Law Day Speech Awards were established in 1968 by Edward R. Finch, Jr., in memory of his father, a member of the American Bar Association Adjunct Committee on Law Day and a Justice of the Supreme Court of New York for many years. The goals of the Judge Finch Law Day Speech Awards are to expand the public's understanding of the rule of law and appreciation of the positive role law plays in our society. Competitive preference will be given to those speeches which emphasize this year's Law Day theme, Celebrate Your Freedom.

Eligibility

Any person who delivers a speech in conjunction with a Law Day observance is eligible for the competition. American Bar Association officers, Board of Governors members, and staff members, as well as their spouses, children and parents, are not eligible.

Selection Criteria

All entries will be judged on:

- Originality and clarity of speech
- Educational value
- Extent to which speech expands the American public's understanding of the rule of law and appreciation of the positive role law plays in our society.
- Extent to which the 1998 Law Day theme–Celebrate Your Freedom—is addressed by the speech, and
- Public impact (audience size and composition, location, as well as media coverage, broadcast audience, and/or publicity generated)

Entries

Anyone can enter on the speaker's behalf—the speaker, someone who attended the speech, a Law Day planner. Note, though, that you must secure the written permission of the speaker. The final part of the form has a place for him/her to sign. Faxed signatures are acceptable.

All entries should include **four copies of the entire entry set** (collated), including:

1 the completed **entry form** (signed original and three photocopies)

2 the **speech** (can be transcripts or audio or video tapes)

3 **supporting materials** to help us evaluate the speech's impact, including media coverage (e.g., letters, testimonials, newspaper articles, or broadcast tapes in which the speech may have been noted or excerpted, etc.) No more than 10 pages of such materials and two tapes will be accepted.

All entries become the property of the American Bar Association and will not be returned.

Awards

A check for $1,000 and an inscribed plaque will be presented to the first-place winner at a special presentation at the ABA Mid-Year Meeting in Los Angeles in February, 1999. Other winners receive certificates signed by the president of the ABA. Winning speeches will be featured in the ABA's Law Day publicity efforts.

Deadline

All entries must be postmarked by June 10, 1998. Entries that do not meet this deadline will be considered ineligible. Faxed entries will not be accepted.

Send four (4) complete copies of each entry set to:

1998 Judge Edward R. Finch Law Day Speech Awards
ABA Division for Public Education(15.3)
541 N. Fairbanks Ct., 15th Flr.
Chicago, IL 60611-3314
For information, call: 312-988-5735
E-Mail:tgraves@staff.abanet.org

check list

- ❑ Entry Form **(signed original & 3 copies)**
- ❑ The Speech **(4 copies of transcript or audio or visual tape)**
- ❑ Supporting Materials, if any **(4 copies)**

ENTRY FORM 1998 JUDGE EDWARD R. FINCH LAW DAY SPEECH AWARDS POSTMARK DEADLINE: JUNE 10, 1998

Please complete all items on this form and return the **signed original and three copies**, as well as **four copies of the speech (transcript or audio or video tapes)** by the deadline. Refer to the guidelines on the facing page to ensure that you are meeting all requirements.

1. CONTACT INFORMATION

A. Please identify the speaker:

Name _____

Title _____

Organization _____

Address _____

City State Zip _____

Phone Number _____

Fax Number _____

E-Mail Address _____

Web Site Address _____

B. If different from above, please indicate below the individual who is your contact for awards notification and further communications:

Name _____

Title _____

Organization _____

Address _____

City State Zip _____

Phone Number _____

Fax Number _____

E-Mail Address _____

Web Site Address _____

2. KEY DATA

A. TITLE OF SPEECH _____

_____

_____

B. PUBLIC IMPACT (time of delivery, location, size and composition of immediate audience at which speech was delivered; additional public impact through media coverage)

_____

_____

_____

_____

_____

_____

C. SUPPORTING MATERIALS If you wish, you may also include up to 10 pages and two tapes of additional materials to help us evaluate the speech, especially regarding its impact upon the public. Examples are articles showing media coverage, letters from the public, and background information on forum, sponsoring organizations etc., as well as audio or video tapes of broadcasts in which the speech is noted. Please submit written materials on 8 1/2" x 11" sheets.

The postmark deadline for entries is June 10, 1998. All entries should be submitted to the following address:

1998 Judge Edward R. Finch Law Day Speech Awards
American Bar Association
Division for Public Education (15.3)
541 North Fairbanks Court
Chicago, IL 60611-3314

I certify that, to the best of my knowledge, the information included in the accompanying materials accurately and truthfully represents data about where the speech was delivered, its impact and outreach. I further certify that the speech represents my original work and has never been delivered in this form before.

I grant the ABA's Division for Public Education the non-exclusive right to use, reproduce, or disseminate by any communications medium my speech, or portions thereof, to publicize and promote its nationwide Law Day Program.

_____
Signature of Speech's Author

_____
Title Date

1997 Winners

Law Day Activity Awards

The Dade County (Florida) Bar Association's Young Lawyers Section

This ambitious program orchestrated activities over a two-week period. These included a pre-law minority career conference, a TV show on domestic violence, a radio show on civil rights history in South Florida, field trips for students, Pro Bono clinics, lawyers in the classroom, court tours, and charitable drives.

The Houston (Texas) Bar Association

Their programs focused on providing legal information to non-English speaking residents of Houston. They published a free, Spanish-language handbook on family law that covers important issues in laypeople's terms, held a series of programs in five languages on the new immigration laws in branch libraries through the city, and co-sponsored a naturalization ceremony for 1400 new citizens. Other activities included sponsoring poster & essay contests for students in all 24 area school districts, offering an information booth at an International Festival, and putting on a nine-hour call-in program where volunteer lawyers staffed phone lines and answered calls from the public on legal questions.

The Law Guild of Beverly Hills, California

This group offered activities for everyone from students to senior citizens. Attorneys spoke to high school government classes, police officials spoke to senior citizens on personal safety/consumer fraud, and the Guild coordinated several contests for students, a library display, and court tours. The Law Guild is one of scores of affiliates of the national American Lawyers Auxiliary.

The Legal Referral Service

This program was co-sponsored by the Association of the Bar of the City of New York and the New York County Lawyers' Association. It centered on a mobile van that carried volunteer attorneys to various New York City neighborhoods to assist nearly 2,000 residents by providing free legal information (via free one-on-one consultations and myriad educational legal pamphlets), acquainting them with their rights and responsibilities, and informing them how the law influences daily life.

The Stamford (Connecticut) Regional Bar Association

This bar offered seventeen activities that reached all members of the community, from senior citizens to elementary school students. Included were a school art and essay contest and the grand opening of the first judicial information counter in the state. Other activities included a college symposium, adopt-a-class, a high school mock trial competition, bookstore/library displays, speeches to seniors and five charitable drives.

The Teens Speak Out Program

This was a cooperative effort of the Young Lawyers' Division of the Pima County (Arizona) Bar Association, the Arizona Superior Court in Pima County, the Pima Prevention Partnership/Pima County Teen Court, and the Pima County Juvenile Court. It provided a forum in which hundreds of teens could directly communicate their solutions for community issues to lawmakers, judges, administrators and the media. This creative program provided students with resources to investigate legal issues that affect them, and offered a format by which students could succinctly present contrasting views of legal issues.

Judge Edward R. Finch Law Day Speech Awards

First Place

"Are We Afraid To Be Free?"

Written and delivered by

Herald Price Fahringer

Lipsitz, Green, Fahringer, Roll, Salisbury

New York, New York

Second Place

"Ideas Matter"

Written and delivered by

Justice Patricia J. Boyle

Michigan Supreme Court

Detroit, Michigan

Law Day Store

Helping You Make an Impact

Law Day events happen everywhere, and reach all sorts of audiences. Law Day products help you get the greatest possible impact and spread the Law Day message as you celebrate this year's theme.

Create a strong public image for Law Day with posters, pencils, mugs, t-shirts, and buttons, along with media tools like desktop disks and camera-ready art (pages 44-49).

Make Law Day a huge hit in the schools with mock trials for kids of all ages, how-to guides for lawyers and others going into the classroom, leave-behind treats for the whole class (and the teacher too!), and plenty of books, booklets, and videotapes providing background information and instructional tips about this year's theme (pages 50-57).

Provide the public with easy-to-understand practical information by going to our Practical Law Section. You'll find pamphlets, videotapes and booklets that help people understand everyday law topics (pages 58-60).

Recognize all the people who make Law Day possible – your committee members, key teachers, members of the public and volunteers who made a difference – by turning to the Special Gifts Section, with great ideas for Law Day gifts and awards, including lapel pins, paperweights, and medals for students who win contests (pages 61-63).

BEST COPY AVAILABLE

1998 Law Day Planning Guide

Copies of this informative guide are available to all Law Day planners.

PC# 317-0192 Single copies free, additional copies @ $3.00

Helping You Reach the Public

Creating a Strong Public Image for Law Day

GET A GREAT IMPACT WITH THIS YEAR'S THEME

Celebrate Your Freedom Theme Poster

Features the great art used on the cover of this year's planning guide. Packed in a sturdy mailing tube, it makes perfect gift for teachers, students, Law Day committee members or prize for winners or runners-up of essay contests. Printed in full color on heavy paper 25 1/2" x 33."

PC# 317-0194 . . $10.00
6-10 posters @ $9.00
11-20 posters @ $8.50
20+ posters @ $8.00

Law Day Buttons

Celebrate your freedoms with these striking 2 1/4" round buttons with safety clasp. Perfect for table favors at Law Day luncheons and banquets, handouts to all your volunteers, give-aways at ask-a-lawyer booths and lawyer in the classroom presentations.

PC# 317-0195
per package of 30 . . . . . .$8.00
2 packages @ $7.60
3 packages @ $7.20
4 packages @ $6.80
5+ packages @ $6.40

Full-color T

100% pre-shrunk cotton T-shirt uses the colorful Statue of Liberty *Celebrate Your Freedom* Law Day image on the front of this Planning Guide. Makes a great prize, gift, or fund-raising tool.

PC# 317-0196S (Adult Small) . . $15.00
Good for kids!
PC# 317-0196L (Large) $15.00
PC# 317-0196XL (Extra Large)$15.00
PC# 317-0196XXL (2X) $15.00
any 2-5 shirts @ $14.25
any 6-10 shirts @ $13.50
any 11-20 shirts @ $12.50
any 21+ shirts @ $11.50

Porcelain Mugs

Add patriotism to your morning brew. 11 oz. sunny yellow or white porcelain "C" handle mugs have striking cranberry *Celebrate Your Freedom* Law Day imprint. A perfect cheerful memento for your committee members and key volunteers. Give one to each of the teachers you reach with your lawyer/judge in the classroom program. And be sure to keep a couple for your own home and office.

PC# 317-0199Y
yellow mug $6.50
PC# 317-0199W
white mug $6.50
any 2-5 mugs @ $6.00
any 6-20 mugs @ $5.50
any 21+ mugs @ $5.00

Cap

Take the message outdoors! Or identify your volunteers indoors. One size fits all. Solid washed navy blue bill, forest green twill fabric front and back, with cranberry *Celebrate Your Freedom* Law Day imprint.

PC# 317-0198 . . . . . .$12.50
2-5 caps @ $11.00
6-20 caps @ $10.00
21+ caps @ $9.00

Two-Color T

Same high-quality shirt, great-looking blue and cranberry Statue of Liberty image commemorating Law Day 1998, *Celebrate Your Freedom.*

PC# 317-0197S (Adult Small) . .$10.00
Good for kids!
PC# 317-0197L (Large) $10.00
PC# 317-0197XL (Extra Large) $10.00
PC# 317-0197XXL (2X) $10.00
any 2-5 shirts @ $9.50
any 6-10 shirts @ $8.80
any 11-20 shirts @ $8.00
any 21+ shirts @ $7.50

Theme Glitter Pencils

For the young and young at heart. Snazzy blue glitter pencils with *Celebrate Your Freedom* imprint are special give-aways, especially for school groups.

PC# 317-0190

per package of 25 . . . . . .$9.00

2 packages @ $8.25
3 packages @ $7.75
4 packages @ $7.25
5+ packages @ $7.00

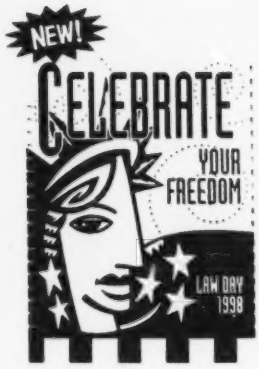
Stickers

Put them on anything and instantly it's an official *Celebrate Your Freedom* Law Day memo, letter, folder, press kit, bulletin, envelope, mug, desk, phone . . . well, you get the idea. Hand them out to elementary school children on Law Day. Stickers display Statue of Liberty figure used in this year's art. Pressure sensitive, 2 3/4" x 2 3/4."

PC# 317-0205

per roll of 200. . . . . .$10.00

2 rolls @ $9.50
3 rolls @ $9.00
4 rolls @ $8.50
5+ rolls @ $8.00



Display Card

Striking display card lets you tell the world about this year's Law Day theme. Perfect for tabletop displays in bookstores, libraries, and schools, decoration at your functions, placement in windows to tell everyone about Law Day. Fold-out wing easel (9" x 14").

PC# 317-0200 . . . . . .$8.00

2-5 cards @ $7.60
6-10 cards @ $7.20
11-20 cards @ $6.80
21+ cards @ $6.40

Stand-Up Program Display

Similar to display card, but with space to describe your program. Stands out anywhere–on a counter or tabletop or bulletin board–as it heralds your Law Day program. Just fill in your program title, time, date, location and sponsor in the appropriate spaces. Fold-out wing easel (9" x 20").

PC# 317-0201 . . . . . .$8.00

2-5 cards @ $7.60
6-10 cards @ $7.20
11-20 cards @ $6.80
21+ cards @ $6.40

Card/Flyer

Attractive #7 envelope-size card features this year's art and delivers key Law Day points–its origins, history and purpose, plus an explanation of the 1998 theme. Perfect for distribution in mailings, pay envelopes, and in classrooms, libraries, and at public events. Available in packages of 100.

PC# 317-0202

per package of 100 . . . .$10.00

2 packages @ $9.00
3 packages @ $8.50
4 packages @ $8.00
5+ packages @ $7.50

Bookmarks

Handsome 7 1/2" x 2 1/8" bookmarks include *Celebrate Your Freedom* image. Printed on sturdy paper, they're a great give away at public and school events, or at library/bookstore displays.

PC# 317-0203

per package of 100 . . . . .$8.00

2 packages @ $7.25
3 packages @ $6.75
4 packages @ $6.25
5+ packages @ $6.00

Display Package

Save, save, save with this economy package of *Celebrate Your Freedom* display items. Whether you're planning bookstore/library/school displays or displays at your key Law Day functions, this package contains everything you'll need for a memorable tabletop presentation. Contains one poster, one stand-up program display card, one display card, one package of bookmarks, one package of Law Day cards/flyers. Package price gives you 25% discount over items purchased separately.

PC# 317-0204 . . . . . .$32.00

2 packages @ $30.40
3 packages @ $28.80
4 packages @ $27.20
5+ packages @ $25.60

GET ATTENTION WITH ENDURING LAW DAY ITEMS!

These Law Day products are just the ticket for attractive give-aways to schools and the public, promotional items at Law Day sports events, media tools and help in writing memorable speeches, and striking posters that capture the timeless importance of law in our lives.

Pocket Edition of the Constitution of the United States
Go right to the source! Handsome presentation copies of these pocket Constitutions feature a special cover, but have the same text as previous editions—plenty of lively, helpful commentary to help students and the adult public understand our nation's founding document. $2.95 in stores, less than half of that with special Law Day pricing. Low prices on this handsome edition of the U.S. Constitution make it a perfect luncheon favor, gift to participants, hand-out at school events. 64 pages.

PC# 317-0033

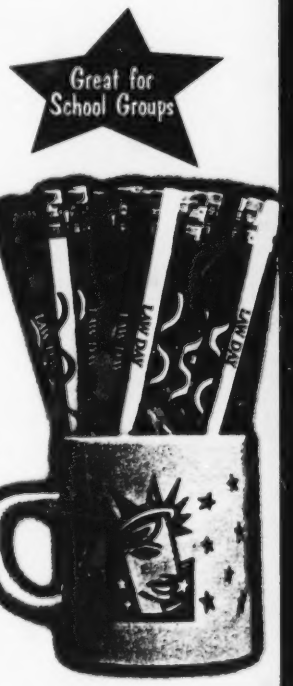
1-20 copies @ $1.25
20-99 copies @ $1.10
200-499 copies @ $.90
500+ copies @ $.80

Balloons
The sky's the limit for blue "Law Day" inflatable crystal latex balloons — just add helium (9" across, with Law Day imprint in white).

PC# 317-0211
per package of 30 . . . . . .$8.00
2 packages @ $7.50
3 packages @ $7.00
4 packages @ $6.50
5+ packages @ $6.00

Law Day Pencils
Underline Law Day with multi-colored no. 2 lead pencils, each with Law Day imprint. Perfect give-aways for youth or adult groups.

PC# 317-0206
per package of 30 . . . . . .$6.50
2 packages @ $6.20
3 packages @ $5.90
4 packages @ $5.60
5+ packages @ $5.20



Mug/Pencil Combination
Don't forget the teacher! Special combination lets you give a Law Day pencil to every student and a Law Day mug to the teacher.

PC# 317-0207 . . . .$11.50
1 Law Day mug and 30 pencils
2 packages @ $11.00
3 packages @ $10.50
4 packages @ $10.00
5 + packages @ $9.50

Key Chain
This holds them all just as the law holds the keys to our security. In burgundy, white, and two shades of blue, this is a great symbolic Law Day gift for your committee members or hand-out to the public .

PC# 317-0095
(package of 10) $12.00
2 packages @ $10.80
3 packages @ $9.80
4 packages @ $9.00
5+ packages @ $8.50

Cruiser Mugs
For Law Day folks on the go, handsome granite-textured 16 oz. insulated travel mugs with tapered bottom and no-spill top let you enjoy your favorite hot or cold beverage in your car or anywhere else you carry the Law Day message.

PC# 317-0208 . . . . . .$6.50
2-5 mugs @ $6.00
6-20 mugs @ $5.50
21+ mugs @ $5.00

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To order call 800-285-2221

Sports Shop!

MAKE LAW DAY SHINE AT YOUR GOLF OUTING AND FUN RUN

Celebrate Your Freedom Sports Bottle

Always appreciated, these 32 oz. bottles would be a natural give-away for your fun run or golf outing. Sturdy bottles with blue imprint feature *Celebrate Your Freedom* art and are a highly effective promotion.

PC# 317-0170

1 bottle @ $1.95
2 bottles @ $1.85
3 bottles @ $1.75
4 bottles @ $1.65
5+ bottles @ $1.55

Statue of Liberty Sports Bottle

Sturdy 32 oz. bottles feature this year's striking Statue of Liberty art in cranberry. Same high-quality bottle, fresh new look.

PC# 317-0209

1 bottle @ $2.50
2 bottles @ $2.35
3 bottles @ $2.20
4 bottles @ $2.05
5+ bottles @ $1.90

Law Day Bag Tags

Go-everywhere, do-anything bag tags are a great give-away for your golf outing, and also double as backpack tags for school leave behinds. Lady Justice and Law Day imprint, 2 1/2" diameter.

PC# 317-0134

package of 10 . . . . . $7.95
2 packages @ $7.50
3 packages @ $7.00
4 packages @ $6.50
5+ packages @ $6.00

Sports Towel

Sport and exercise towels are 11" x 18", in white with *Celebrate Your Freedom* imprint. Use them for Law Day golf events, runs, or any other athletic event.

PC# 317-0169

1 towel @ $4.95
2 towels @ $4.75
3 towels @ $4.50
4 towels @ $4.25
5+ towels @ $4.00

Golf Combo

Remind them of Law Day throughout the summer with special Law Day golf combination. Each polybag contains three tees, one marker, and one divot fixer, all with Law Day imprint. Low package price for 10 polybags makes this a great give-away for your Law Day golf event.

PC# 317-0185

10 polybags per package. . . $10.95
2 packages @ $10.50
3 packages @ $10.00
4 packages @ $9.50
5+ packages @ $9.00

Goliath Bag Tags

Huge (3 1/2" diameter) Lady Justice golf bag tags proclaim Law Day loud and clear. Give them to everyone at your golf outing and watch the Law Day message shine all year.

PC# 317-0156

package of 10 . . . . . .$7.95
2 packages @ $7.50
3 packages @ $7.00
4 packages @ $6.50
5+ packages @ $6.00

From the Desk of

Law Day Folder

It can be a press kit packet or a resource folder for your volunteers! Sturdy, heavy-stock with two inside pockets, laminated for greater durability, with 2-color Law Day message.

PC# 317-0135 . . . . . .$2.50
2-5 folders @ $2.25
6-20 folders @ $2.00
21+ folders @ $1.75

Law Day Letterhead

For the really big impression i.e., the "Dear Governor" letter get the letterhead. Featuring general Law Day message and art, it can be used for more than one year. Measures 8 1/2" x 11" in maroon and white.

PC# 317-0136

100 sheets per package. . $4.00
2 packages @ $3.25
3 packages @ $2.75
4 packages @ $2.25
5+ packages @ $2.00

For Law Day Information find us on the Web at http://www.abanet.org/publiced/lawday

Helping You Reach the Public

BEST COPY AVAILABLE

Law Day Invitations

Having a luncheon, banquet, or outing? Tempt your audience with special Law Day invitations and envelopes. Imprinted on the outside with general Law Day design, inside left blank for you to supply specifics of your event. Not tied to a specific theme, they can be used from year to year.

PC# 317-0138
per package of 20 . . . . . .$4.00
invitations and envelopes
2 packages @ $3.25
3 packages @ $2.75
4 packages @ $2.25
5+ packages @ $2.00

Do Yourself Justice–Know Your Rights (PSAs)

Senior Citizens' Law Day public service announcements produced jointly by the ABA and the American Association of Retired Persons for radio and TV. Features celebrities Celeste Holm, Cliff Robertson, Eli Wallach, and Anne Jackson plus Rita Moreno in Spanish. Covers selected legal issues including Medicare appeal and nursing home rights, job and credit discrimination, incapacity, funeral planning and Medigap insurance. Order from the ABA Commission on Legal Problems of the Elderly, 740 15th Street, N.W., Washington, DC 20005-1009; 202-662-8690.

Audiotape . . .$10.00
Videotape . . .$25.00

Media Tools & Talking Points for Speeches

Camera-Ready Law Day Art/Talking Points/Article

Complete media packet includes variations of the *Celebrate Your Freedom* theme art for this year, as well as key Law Day phrases. Camera-ready sheets are ideal for illustrating Law Day stories in newsletters and bulletins, invitations to events, etc. Also includes Law Day talking points that will give your speakers a head start on their speeches, and an op-ed article on this year's theme that you can place in local newspapers, trade journals and other media.

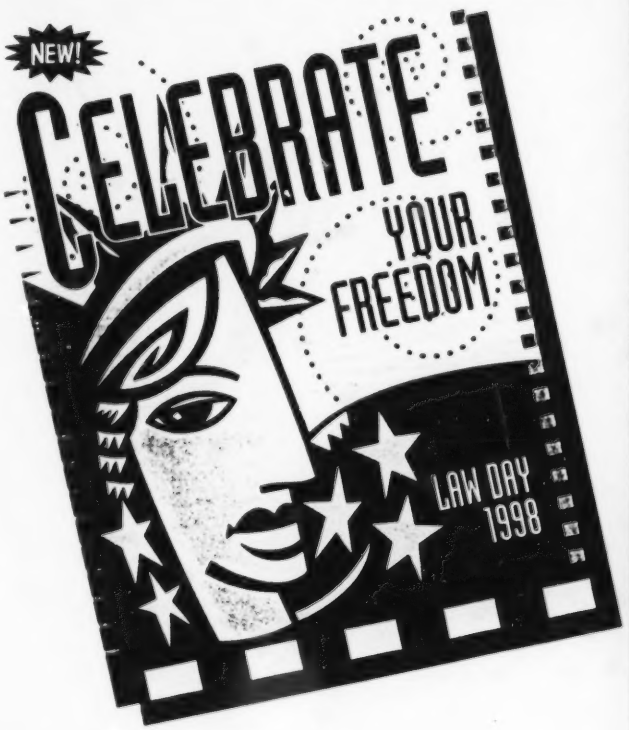
PC# 317-0210 . . . . . .$5.00

Law Day '98 Disk

Perfect for desktoppers. Same package as above, but in electronic format. Contains variations of *Celebrate Your Freedom* theme art for this year and key Law Day phrases; an easy-to-adapt op-ed article on this year's theme that you can place in local newspapers, trade journals, and other media; and talking points on this year's theme to give your speakers a head start. Ideal for any organization producing newsletters, flyers, bulletins, invitations, etc.

PC# 317-0216D
DOS compatible $10.00
PC# 317-0216M
MAC compatible $10.00

The Law Day Poster Shop



Celebrate Your Freedom Theme Poster

Colorful posters feature the great art used on the cover of this year's planning guide. Packed in a sturdy mailing tube, makes perfect gift for teachers, students, Law Day committee members or prize for winners or runners-up of essay contests. Printed on heavy paper 25 1/2" x 33".

PC# 317-0194 . . . . . .$10.00
6-10 posters @ $9.00
11-20 posters @ $8.50
20+ posters @ $8.00

MORE GREAT POSTERS

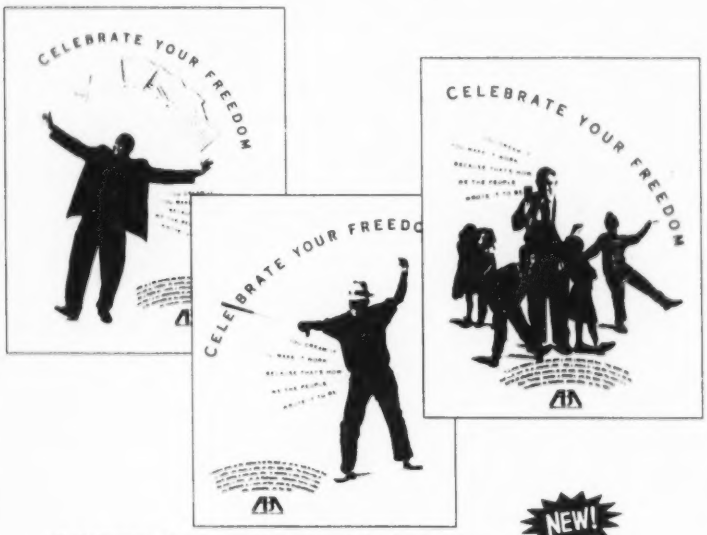
"Original American Dream" Celebrity Posters

Three posters showing different reasons why the U.S. Constitution is the original American Dream. Striking black and white posters are based on Law Day magazine ads. In each, an eminent American describes the importance of the Constitution to fulfilling the American Dream. Each comes with suggested ideas for teaching about the posters.

PC# 317-0165
Justice Sandra Day O'Connor
PC# 317-0166
Detroit Mayor Dennis Archer
PC# 317-0167
Bill Gates Sr. & Jr., Seattle lawyer and Microsoft Founder.

Celebrity Posters **$6.00**

Any 2-5 posters @ $5.25 — Any 11-20 posters @ $4.25
Any 6-10 posters @ $4.75 — Any 21+ posters @ $4.00



NEW!

"Celebrate Your Freedom" Celebrity Posters

Three new posters showing how our system of liberty under the law helps prominent Americans in very different fields celebrate their freedom. Striking black and white posters are based on Law Day magazine ads. Each comes with suggested teaching ideas.

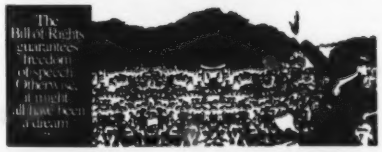
PC# 317-0212 . . . . . Musician Branford Marsalis
PC# 317-0213 . . . . . Golfer ChiChi Rodriguez
PC# 317-0214 . . . . . Business Leader Dave Thomas

Celebrity Posters **$6.00**

Any 2-5 posters @ $5.25 — Any 11-20 posters @ $4.25
Any 6-10 posters @ $4.75 — Any 21+ posters @ $4.00

Bill of Rights Poster Series

These award-winning Bill of Rights posters, designed for the ABA's public service announcement campaign, are great for teaching adults and youngsters about the freedoms protected by our Constitution. Each dramatic black-and-white poster is printed on heavy 11" x 28" paper. Order your individual favorite for only $4.95. Get one free when you purchase the full series. Celebrate Your Freedom? Say it with posters.



PC# 468-0030 . . . . . Right to Assemble
PC# 468-0031 . . . . . Freedom of Speech
PC# 468-0032 . . . . . Right to Counsel
PC# 468-0033 . . . . . Equal Protection
PC# 468-0034 . . . . . Religious Freedom

Bill of Rights Posters **$4.95**
20-99 @ $4.50
100-199 @ $3.50
more than 200 @ $2.00

Full Series (PC# 468-0035) **$19.95**

Bill of Rights Poster Series in Spanish **$4.95**
PC# 469-0042 . . . . . La Libertad de Expression
PC# 468-0043 . . . . . A Todo Acusado

A Teacher's Guide to Bill of Rights Poster Series

Elementary-, middle- and secondary-level classroom activities to complement the ABA's award-winning poster series; covers topics such as freedom of speech, assembly, religion and equal protection. The guide is filled with classroom-ready teaching strategies, including sample worksheets and resource listings. Useful for students of all ages, it features a variety of activities based on each of the five posters in the series. 56 pages.

PC# 497-0029 . . . . . **$5.00**

For Law Day Information find us on the Web at http://www.abanet.org/publiced/lawday

Helping You Reach the Public

Helping You Reach Students

Mock Trials for Every Grade

FROM KINDERGARTEN THROUGH HIGH SCHOOL

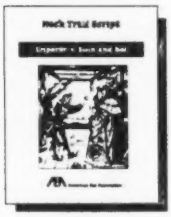
Share the excitement and unparalled learning experience of mock trials. A great opportunity to involve law professionals as judges and coaches, and a lively, fun process that kids won't soon forget. Mock trials give you everything you need to put on a successful mock trial–information on types of mock trials, tips on preparing and conducting the trial, simplified steps and rules in a trial, and even guidelines on mock trial competitions. Note: as long as you buy at least one per class, you have our permission to make photocopies for the class but our discount prices for 10-copy sets and our 30-copy class set price make it more convenient (and maybe even less expensive) to buy sets through this planning guide.

MOCK TRIALS K-6

Fairy tale mock trials mix laughter and learning. Our line-up for this year has 14 can't-lose choices. All except the Maine trials (which contain information permitting witnesses to form their testimony) are complete scripts

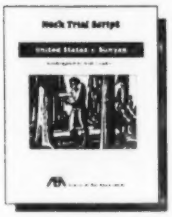
Civil Law Mock Trials

These civil law trial scripts use fairy tales to help kids understand that environmental issues, business transactions, and family conflicts are often resolved in court.



Emperor v. Swin and Del
Embarrassed monarch sues tailors for fraud and misrepresentation in this retelling of *The Emperor's New Clothes.*

PC# 317-0164

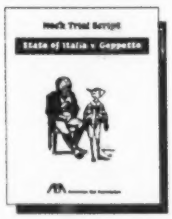


United States v. Bunyan
Federal agencies sue the big lumberjack and "Mr. Ox" to stop them from cutting down forests, making their own waterways, correcting curving highways, and generally creating a nuisance.

PC# 317-0163

Cinderella v. Estate of Padre Mia Tremaine
Feisty Cinderella, now a princess, sues for back wages from her "rotten, wicked stepmother."

PC# 317-0162



State of Italia v. Geppetto
Neglect is the issue in this case on whether Pinocchio should remain with the woodcutter or have his care and education become the responsibility of the state.

PC# 317-0161

Law Day Classics

Four More Great Civil Trials
These popular mock trial scripts for elementary school children of all ages have been delighting kids and adults for years.

Mom A. Bear, Pop A. Bear and Babe E. Bear v. Golden Locks
Yikes! The Bears have sued Goldilocks for bad manners.

PC# 317-0116

B. B. Wolf v. Curly Pig
Showing absolutely no shame, B. B. Wolf (the initials stand for "Big Bad") has the nerve to sue Curly Pig for attempted wolf cooking.

PC# 317-0117

Claude v. The Beast
In this reworking of "Beauty and the Beast," disappointed suitor Claude sues the "Beast" (aka handsome prince) for impersonation and alienation of affections.

PC# 317-0111

Wicked Witch v. Snow White
Witch sues princess for stealing her "trademark" - Fairest of Them All.

PC# 317-0112

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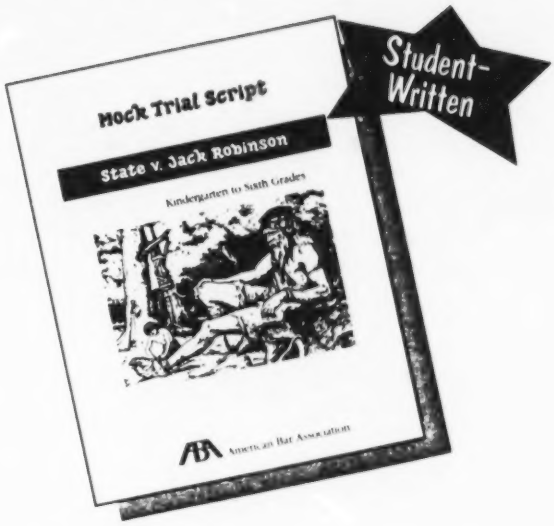

State v. Jack Robinson
Jack (of beanstalk fame) is on trial for second degree intentional homicide in the death of Clarence Ogre in this lively, fun trial written by four fifth-grade students from Washington School in Marshfield, Wisconsin. Comes with guide to conducting mock trials.

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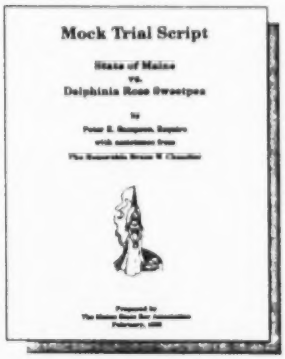
Fairy Tale Mock Trials from Maine

These mock trials were a big hit in the Law Day Planning Guide last year. Developed by the Maine State Bar Association, they all contain helpful information on the lawyer's role as advisor, preparing for a mock trial, steps in a trial, simplified rules of evidence, court job descriptions, and a glossary. Each contains materials to help student witnesses develop testimony—and all but *State v. Richard Fox* include secret information for each witness!



State v. Delphinia Rose Sweetpea
In this retelling of *The Princess and the Pea*, our heroine is on trial for fraudulently pretending to be a princess.

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State v. Richard Fox
In this retelling of *The Fox and the Crow*, the fox is accused of theft by deception—taking a piece of cheese from Camilla Crow by tricking her.

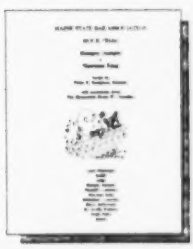
PC# 317-0142

Rumpelstiltskin v. Queen Malory
Rumpelstiltskin sues the Queen to collect payment for his work.

PC# 317-0143

Humpty Dumpty v. Sherman King
Humpty Dumpty uses his appearance to make a living, attracting customers to King's Kar World and other businesses. A tragic accident nearly wrecks his career, and, alleging negligence, he sues Sherman King, the business's owner, for damages from his fall.

PC# 317-0144



Village of Sheepfold v. Joey Wolfcryer
In this retelling of *The Boy Who Cried Wolf*, Joey Wolfcryer is accused of violating an ordinance against crying wolf when there is no wolf. (A second ordinance, which imposes a duty to cry wolf if there is a wolf, also figures in the evidence and arguments of this criminal trial.)

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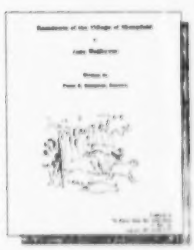

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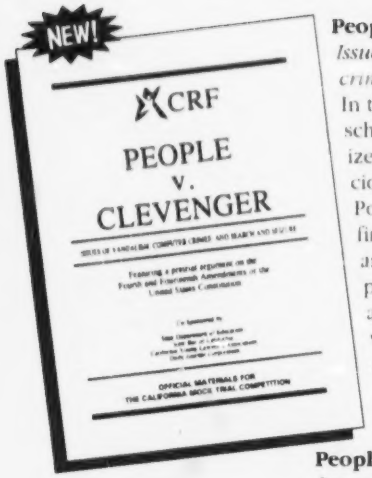
Criminal Law Trials!

Mock trials developed by the Constitutional Rights Foudation include the facts of a hypothetical case, witness statements, relevant legal authorities, complete trial instructions, and procedural guidelines. Each also contains an optional pretrial motion designed to help students gain a deeper understanding of constitutional issues related to the criminal trial process.



People v. Clevenger (grades 7-12)
Issues of vandalism, computer crimes, and search and seizure
In this brand new case, when a school's computer room is vandalized and records altered, suspicion falls on an honor student. Police search the student's locker, find incriminating evidence, and arrest the student. In an optional pretrial motion, students can argue whether the locker search was legal. Other issues are addressed in the trial itself.

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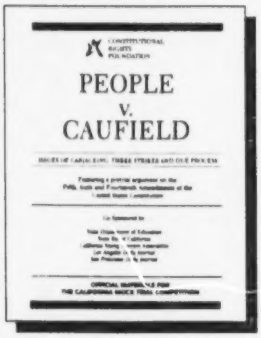

People v. Caulfield (grades 7-12)
Issues of carjacking, three strikes, and due process
This case involves a violent carjacking and the arrest of a suspect who was encountered during a house-to-house investigation of the area where the stolen car was found. In an optional pretrial motion based on the Fifth, Sixth, and Fourteenth amendments to the United States Constitution, students will argue the issues of the use of prior conviction for three strikes and the use of prior conviction to show common plan or design.

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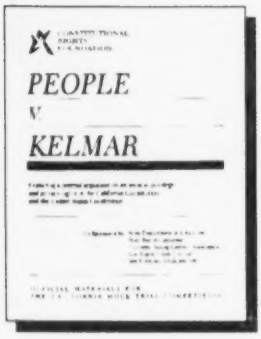

People v. Kelmar (grades 7-12)
Issues of youth violence, homicide, and privacy
When a high school senior shoots a fellow student and claims self-defense, the testimony of a psychotherapist becomes critical. In an optional pretrial motion, students can argue whether the admission of such testimony is a violation of the psychotherapist-patient privilege. The trial itself examines the Battered Person Syndrome and the imperfect self-defense at trial.

PC# 317-0146

People v. Whitman (grades 7-12)
Issues of child abduction, grand theft, and self-incrimination
When a young child is taken from a park, a routine traffic stop results in a noncustodial parent being charged with child abduction. In an optional pretrial motion base on the Fifth and Fourteenth Amendments, students can argue whether the defendant's Miranda rights were violated when the police drove their suspect by a hotel where the child was found. The trial deals with the other key issues of the case

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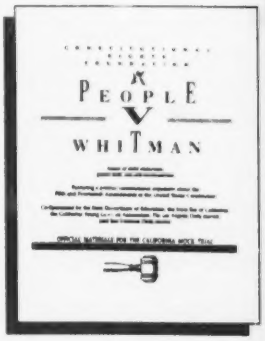

People v. Bell (grades 7-12)
Issues of free expression, intergroup conflict, and arson
Conflict between a group of townspeople and a newcomer religious group provides the background for this case involving incitement and arson charges. In an optional pretrial motion based on the First and Fourteenth Amendments, students can argue whether the Constitution protects the controversial performance of a song at a rally or restricts it as a clear and present danger to the community. The trial deals with the other key issues of the case.

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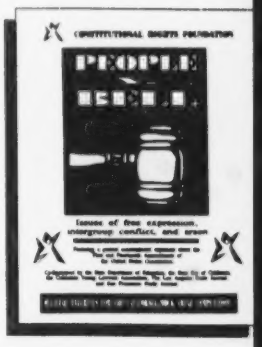

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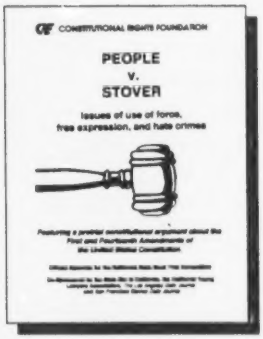

People v. Stover (grades 7-12)
Use of force, free expression, and hate crimes

This case involves a private security guard whose actions during an alleged break-in at a research laboratory raise issues about use of force, freedom of expression, and the elements of a hate crime. In an optional pretrial motion based on the First and Fourteenth Amendments, students can argue the constitutionality of a hypothetical community's ordinance governing racist expression.

PC# 317-0149

People v. Mitchell (grades 7-12)
Alcohol abuse, responsible driving, and the exclusionary rule

In this case, a traffic accident results in charges of driving under the influence and felony hit-and-run. An optional pretrial motion based on the First and Fourteenth Amendments addresses the constitutionality of a traffic stop based on a police profile of a drunk driver.

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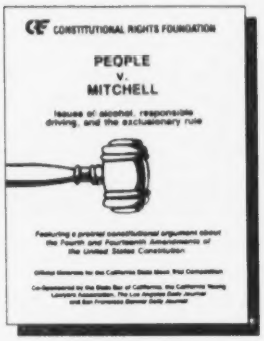
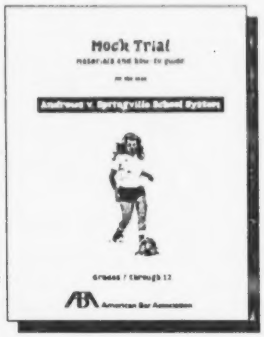


Law Day Classics

All of these time-tested mock trials contain everything you need – information on types of mock trials, tips on preparing and conducting the trial, simplified steps and rules in a trial, and even guidelines on mock trial competitions.



Andrews v. Springville School System (grades 7-12)
A lawsuit brought against a local school system by the parents of a high school girl who has been refused a tryout for the boys' soccer team.

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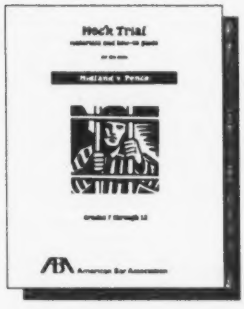

Midland v. Pence (grades 7-12)
A criminal trial of demonstrators who protested the alleged misconduct of the superintendent of prisons. The trial addresses the issues of freedom of speech, peaceful assembly and the need to maintain public order for the safety and general welfare.

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Murphy v. National Sheet Metal (grades 7-12)
A civil trial that addresses the question of equal employment opportunity for women and the effect it has had on employers' hiring and promotion practices.

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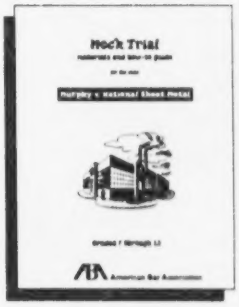

Hudson v. The Washington Post (grades 7-12)
The case of a divorced father who has custody of his and his former wife's son. The mother abducted the child and her story appeared in *The Washington Post*. The issue is whether the best interests of a child and a father's right to custody outweigh a reporter's and newspaper's right to maintain the confidentiality of their sources.

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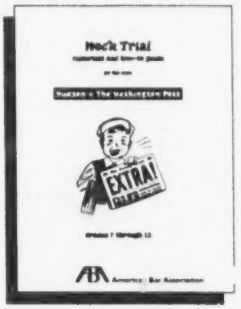

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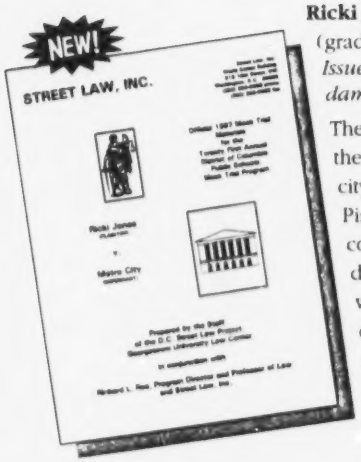
MOCK TRIALS FOR GRADES 10-12

These mock trials developed by the Street Law Project can be used for competitions and/or for mock-trial units in class. Each contains statement of facts, witness statements, evidence and applicable cases on statute. All contain information on types of mock trials, tips on preparing and conducting the trial, simplified steps and rules in a trial, and even guidelines on mock trial competitions.



Ricki Jones v. Metro City
(grades 10-12)
Issues of negligence, strict liability, damages

The parents of an AIDS victim sue the city government, claiming that city water contaminated with the Pindia parasite caused their son's condition to worsen and led to his death. The city claims that the water was never unreasonably dangerous, that it provided adequate information to the public about Pindia, and that it took reasonable measures to prevent Pindia from becoming a serious health risk.

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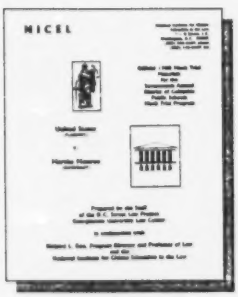

United States v. Martha Monroe
(grades 10-12)
Issues of first-degree murder, battered woman syndrome, self-defense

A "battered woman" shoots and kills the sleeping husband who has abused her. She claims she acted in self-defense as a victim of the recently recognized "battered woman syndrome," while the prosecution claims she is guilty of first-degree murder.

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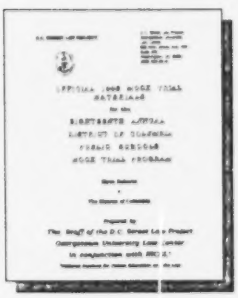

Elyse Roberts v. The District of Columbia (grades 10-12)
Issues of sexual harassment

A female lawyer working in the Office of the District Attorney is transferred to another bureau after filing a complaint of sexual harassment against her department. She alleged that her male office mate frequently made obnoxious comments to her, some with sexual overtones. She sues the District of Columbia, claiming sexual harassment and intentional infliction of emotional distress.

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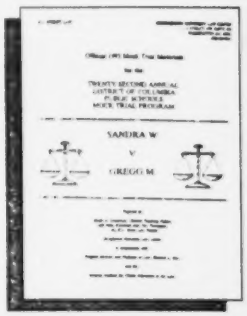
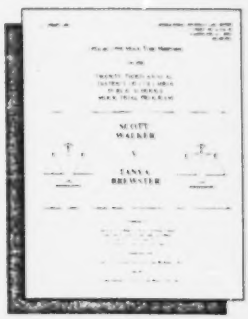
Sandra W. v. Gregg M.
(grades 10-12)
Issues of negligent transmission of HIV



Sandra is suing Gregg for negligent transmission of HIV, the virus that causes AIDS. Sandra claims that Gregg's negligent actions caused her to contract HIV, which has progressed into AIDS. Gregg claims that it is not his fault that Sandra contracted AIDS. He argues that the HIV virus must have come from some other source. Even if he is the source of her exposure, he should not be held responsible for her damages since he did not know that he was HIV-positive.

PC# 317-0175

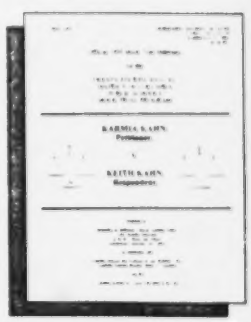
Scott Walker v. Tanya Brewster
(grades 10-12)
Issues of negligent storage of a handgun and supervision of a minor



Five-year-old Jesse Walker was severely wounded by a bullet accidentally fired from a 9-millimeter Baretta semi-automatic pistol that 13-year-old T.J. had brought into the Walkers' home. The pistol is owned by the man who lives with T.J.'s mother, Tanya Brewster. Scott Walker is suing Tanya Brewster for negligent storage of a firearm and for negligent supervision of her minor child.

PC# 317-0173

Karmia Kahn v. Keith Kahn
(grades 10-12)
Issues of domestic violence



Karmia Kahn has accused her husband, Keith Kahn, of striking and threatening her. Mr. Kahn claims that on the first occasion in question he was defending his son from punishment by Mrs. Kahn, and on the second she should have understood that in their religion and culture his actions and words were meant to heal rather than harm.

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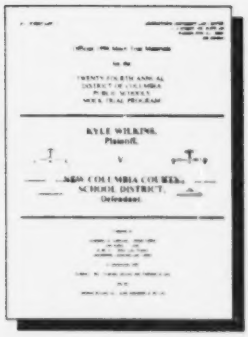

Kyle Wilkins v. New Columbia Country School District
(grades 10-12)
Issues of school district liability and negligence

Kyle Wilkins, parent of Chris, a high school athlete who died after taking steroids illegally, is suing the school district for negligence in the death of his child. He argues that Lincoln High School failed to properly supervise the safety of students. The district claims it met its duty and provided the highest level of security possible given its budgetary restraints.

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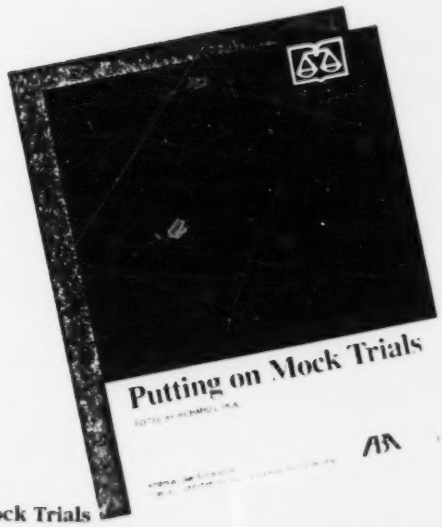

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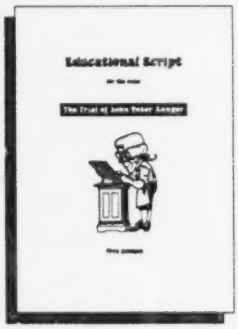

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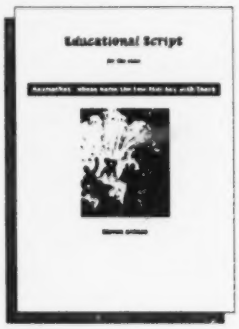

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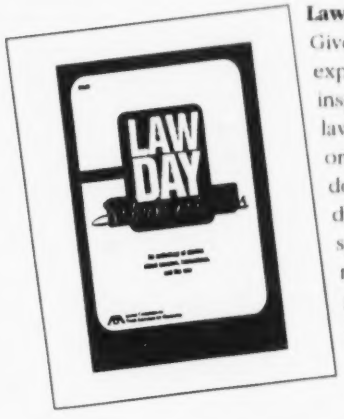

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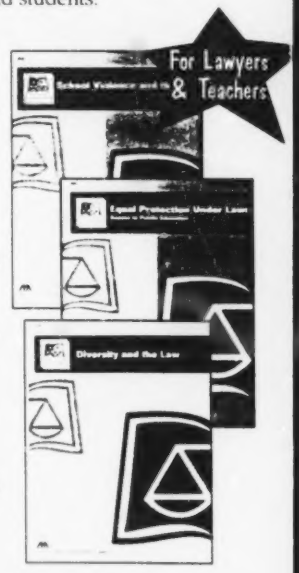

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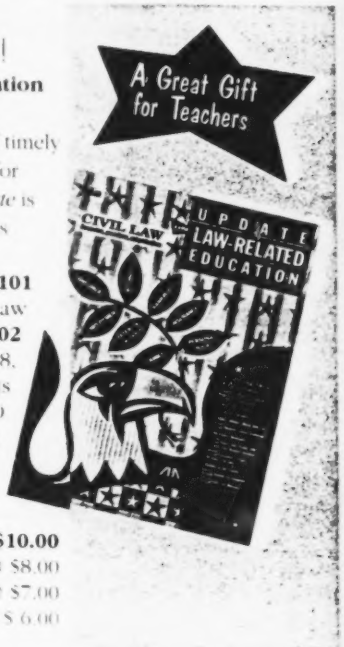

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The Constitutional Updates
Four collections of great articles and strategies for lawyers and teachers alike, drawn from the best of past issues of *Update*. Each contains 24 pages of articles and strategies on a fundamental Bill of Rights concept. *Equality* focuses on grades 7-12, while the others are appropriate for grades K-12.

PC# 497-0017 Equality . . **$3.00**
PC# 497-0016 Justice . . . **$3.00**
PC# 497-0018 Power **$3.00**
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All four booklets,
PC# 497-0097, are just . . $9.00

319 Current Videos and Software for K-12 Law-Related Education
An annotated bibliography of exciting products perfect for lawyers making classroom presentations or for enhancing the quality of ongoing LRE programs. It will help you access the growing number of products currently available and tell you what they cost and how to order. 48 pages

PC# 497-0036 . . . . . .$5.00

School-Community Partnership Handbooks

Whether you're a lawyer, a judge, or a teacher, learn how to get the most from working together. These action-oriented guides provide "how-to" strategies and practical tips on everything from Law Day programs and mock trials to time-tested presentations by legal professionals.

Law Day Partnerships
Helps lawyers and educators improve and expand on their Law Day programs.

PC# 497-0006 . . . . . .$3.00

Lawyers in the Classroom

Lawyers in the Classroom
Advice for lawyers volunteering as classroom resource persons.

PC# 497-0008 . . . . . .$5.00

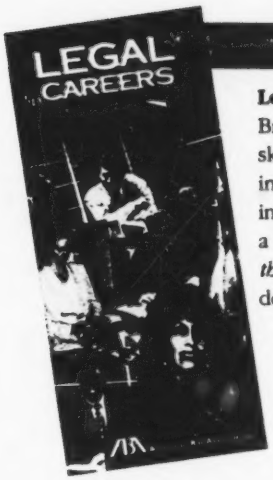
Sure-Fire Presentations
Newly expanded. Offers one-session classroom strategies for teaching elementary and secondary students about the law.

PC# 497-0010 . . . . . .$5.00

Putting on Mock Trials
Aids Teachers and lawyers in setting up mock trials for elementry and secondary students; includes seven sample trials.

PC# 497-0014 . . . . . .$5.00

CAREER INFORMATION



Legal Careers Brochure
Brochure explains what lawyers do, skills needed, and process of becoming a lawyer, as well as providing information on careers such as being a paralegal or court reporter. *A Life in the Law* booklet offers a more in-depth look at these and other topics.

PC # 235-0035
per package of 30 . . . . . .$6.00
2 packages @ $5.50
3 packages @ $5.00
4 packages @ $4.50
additional packages @ $4.25

A Life in the Law
New booklet discusses career opportunities in the legal field, skills needed, pre-law studies, profiles of some actual lawyers and additional reading materials about careers in the law. *A Life in the Law* is especially recommended for college students and secondary students seriously researching a law career.

PC# 235-0036
1-9 copies @ $2.50
10-99 copies @ $2.00
100+ copies @ $1.50

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Helping You Provide Practical Information

Brochures, Videos and Booklets for the Public

"KNOW YOUR RIGHTS" BROCHURES

Great handouts for Ask-a-Lawyer programs, Peoples' Law Schools, Lunch 'n' Learn programs, and any public outreach. Great-looking brochures are inexpensive and give the public key information about important everyday law topics. Entire series has distinctive look. Both the English-only and Spanish-English brochures are available for the same low price. Available in packages of 50.

One package of 50 @ $7.95
Any 2 packages @ $7.00
Any 3 packages @ $6.50
Any 4 packages @ $6.00
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English-Only Brochures

Brochures cover legal principles that govern each area, as well as answers to commonly asked questions and practical tips. Panel left blank for your message, should you choose to add one.

Estate Planning ..... **PC# 235-0030**
Personal Injury ..... **PC# 235-0032**
Buying on Credit ..... **PC# 235-0064e**
Buying a Home ..... **PC# 235-0060e**
Selling a Home ..... **PC# 235-0059e**
Child Custody and Support ..... **PC# 235-0063e**
Tenant-Landlord Law ..... **PC# 235-0057e**
Starting Your Own Business ..... **PC# 235-0031**

Spanish-English Brochures

Similar to English-only brochures, but series includes several different topics, including some of particular interest to Hispanics. Complete text in both languages.

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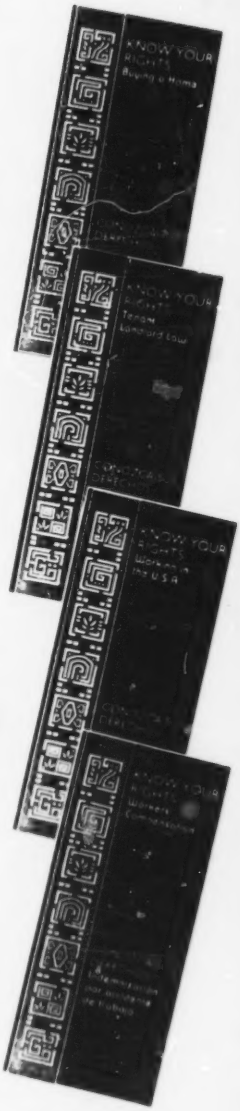
Buying a Home/La Compra de una Casa ..... **PC# 468-0060**
Selling a Home/La Venta de una Casa ..... **PC# 468-0059**
Child Custody & Support/
Custodia y Mantenimiento de los Hijos ..... **PC# 468-0063**
Tenant-Landlord Law/Inquilinos y Propietarios ..... **PC# 468-0057**
Job Discrimination/Discriminación en el Trabajo ..... **PC# 468-0061**
Workers' Compensation/
Indemnización por Accidente de Trabajo ..... **PC# 468-0056**
Working in the U.S.A./Trabajar en los Estados Unidos ..... **PC# 468-0062**
Domestic Violence/Violencia en el Hogar ..... **PC# 468-0058**

Remember, whether in English only or Spanish-English, all brochures in the *Know Your Rights* series cost the same, one package of 50 @ $7.95, any 2 packages @ $7.00, any 3 packages @ $6.50, any 4 packages @ $6.00, and any additional packages @ $5.50.



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OTHER PRACTICAL LAW BROCHURES

When You Need a Lawyer
Brochure directed toward the public, describes circumstances in which legal help may be needed. Can be imprinted with name of your bar association's lawyer referral service. Contact 312-988-5786, for price and printing options.

Shape Your Health Care Future with Health Care Advance Directives
Pamphlet developed by ABA, AMA, and AARP explains how to appoint an agent to make health care decisions when you can't. Sample form with instructions enables you to also execute a living will and make organ donations. 24 pages. Available at $2.00 from the American Association of Retired Persons, AARP Fulfillment, 601 E. St., N.W., Washington, DC 20049. Specify product code #D15803. Bulk copies are available at a discount from the ABA's Commission on Legal Problems of the Elderly. For information, call 202-662-8690.

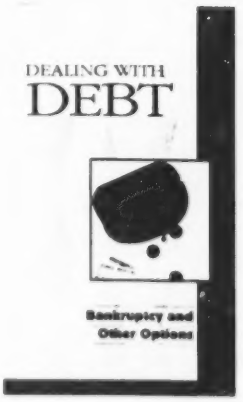
PRACTICAL LAW VIDEOTAPES

Mediation: Is It for You?
An 18-minute video program that will help students and adults understand a fast-growing form of dispute resolution. Videotape profiles three everyday scenarios where mediation may be appropriate: a homeowner's dispute with a contractor, a child custody case and a neighbor-to-neighbor conflict. Using dramatizations as well as interviews with mediation professionals and clients, this step-by-step guided tour shows that mediation may often be the cheapest, fastest and most satisfactory way to resolve a problem. The videotape package includes a facilitator's guide and a free copy of the booklet *Mediation: A Consumer's Guide*, which also can be purchased separately **(PC# 468-0051)** for $2.50, with quantity discounts available.

PC# 468-0050 . . . . . .$49.00

Dealing With Debt: Bankruptcy and Other Options
Temporary unemployment, high credit card debts, and major medical expenses have strained finances for many families. *Dealing With Debt: Bankruptcy and Other Options* is a 27-minute videotape featuring three scenarios in which typical families weigh their options in deciding what is best for their particular situation. The Dealing With Debt educational package is an excellent resource tool for public education programs in community college "life skills" classes, public libraries, and public programs sponsored by the bench and bar. The package includes the 1/2" VHS videotape and one copy of a 24-page companion booklet, *Dealing with Debt: Your Guide to Bankruptcy and Other Options*, which also can be purchased separately **(PC# 468-0053)** @ $2.50, with quantity discounts available.

PC# 468-0052 . . . . . .$49.00



ORDER EARLY & SAVE!
March 2, 1998 • SAVE 10%
March 16, 1998 • SAVE 5%
April 10, 1998,
guaranteed Law Day delivery

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PRACTICAL LAW BOOKLETS

Want to give the public even more information about the law? The ABA's "Practical Law" series of booklets range from 16 to 80 pages and help people understand the law that affects them every day. Unless otherwise noted, all booklets are $2.50 each and are available at group rates of:

1 to 9 copies @ $2.50 10 to 99 copies @ $2.00 100+ @ $1.50

Getting and Keeping Credit: Your Guide to Credit Cards and Credit Records

Brand-new booklet provides practical tips on saving money and protecting yourself in credit transactions. Discusses how to get credit, what credit costs, choosing a credit card, equal credit laws, and checking your credit record.

PC# 235-0033

Dealing with Debt: Your Guide to Bankruptcy and Other Options

Brand-new booklet discusses how to avoid problem debt, and options if you're in over your head. Explains types of personal bankruptcy, options for keeping your home, and much more.

PC# 468-0053

Mediation: A Consumer's Guide

Recently published booklet uses three scenarios to explore the pros and cons of an increasingly popular way to resolve disputes.

PC# 468-0051

Law and the Courts

A complete guide to the court system. Included are sections on the adversary system, the various levels of the courts, special tribunals, the roles of lawyers and judges, dispute resolution and a glossary of legal terms.

PC# 235-0027

The American Lawyer: When and How to Use One

Booklet explains how to select a lawyer, what lawyers charge, working with your lawyer, plus details on a lawyer's training, duties, qualifications and responsibilities.

PC# 235-0021

Buying or Selling Your Home: A Consumer's Guide to Contracts, Titles, Brokers, Financing, Closings

Clarifies nuts and bolts issues of real estate sales, defines legal terms and explains purchase contracts, mortgages and types of property such as condos or co-ops.

PC# 417-0007
1-20 copies @ $2.00
21-100 copies @ $1.50
101+ copies @ $0.75

TIPS ON REACHING THE PUBLIC

You'll never be at a loss for ideas with these great materials.

Guide to Educating the Public About the Courts

Recent book contains 40 sample presentations about courts, the Constitution and judicial independence, including model speeches, visual aids, talking points, and tested strategies on plea bargaining, sentencing, constitutional protections, role and structure of the courts, and domestic violence. Also includes many model programs for getting the word out.

PC# 235-0025
1-5 copies @ $12.95
6-10 copies @ $11.45
11-50 copies@ $9.95
50+ copies @ $7.95

Lunch n' Learn the Law

A humorous 7-minute videotape extolling the benefits of innovative, easy-to-implement workplace education programs that highlight practical law. This film is equally good for building bar support, recruiting lawyer volunteers, and attracting corporate hosts. This videotape package also includes one copy of the booklet *Lunch n' Learn the Law: A Guide to Project Planning*, which can be purchased separately **(PC# 468-0054)** for $2.50, with quantity discounts available.

PC# 468-0055 .....$15.00

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To order call 800-285-2221

Special Gifts

Awards and Thank Yous

Law Day is a great occasion to honor an outstanding figure in your community, to acknowledge the work of your Law Day committee and volunteers, and to remember your favorite teachers, libraries and schools. Below are some very special resources for your selection.

Recognition Awards

Just right for officially crediting the contributions of special community members and contest winners.

Liberty Bell Award Plaque

The Liberty Bell Award was established more than 30 years ago to acknowledge outstanding community service by a layperson. More than 200 Law Day groups around the country now give the Liberty Bell Award each year to men and women who have promoted better understanding of the rule of law, encouraged greater respect for law and the courts, stimulated a sense of civic responsibility, or contributed to good government. This handsome plaque consists of bronze-relief replica of the Liberty Bell, mounted on an attractive walnut shield (8 1/8" square and 1/2" thick). Bronze name-plate (4" x 1 1/4") is included for local engraving.

PC# 317-0023 . . . . . .$68.00

Olympic Style Medals

The perfect way to give the winners of your poster, mock trial, and essay contests a memorable award. Special set of Law Day die-struck 2 1/4" medallions come in antique gold, silver and bronze to recognize your first, second, and third place winners. Each medallion comes with red, white, and blue flag-style ribbon.

PC# 317-0152
set of 3 medallions $24.95
2-5 sets @ $22.95
6-10 sets @ $20.95

Award Certificates

A decorative set of first-, second- and third-place certificates, suitable for framing. Perfect for winners of poster and essay contests and mock trial competitions. Space for inscribing the names of the winner, your organization and officer and the date (8 1/2" x 11").

PC# 317-0025
per set of three $9.00

Thank You Gifts

Where would you be without the hard work of your Law Day committee and volunteers? Tell them you care with these special gifts.

Lady Justice Law Day Paperweight

A truly memorable gift for your very special people. Acrylic round paperweight with flat top has black Lady Justice figure and the words "Law Day." 3 1/2" diameter, 3/4" high, comes in special gift box.

PC# 317-0153 . . . . . .$24.95
2-5 @ $22.95
6+ @ $20.50

Liberty Bell Lapel Pin

Molded reproduction of the Liberty Bell, die struck, 24K gold plated, embellished with the phrase "Law Day" in red, white and blue enamel. Clutch back fastener (5/8" high). Packaged in presentation box with foam pad – a perfect thank you to your committee, speakers, or volunteers.

PC# 317-0079 . . . . . .$6.00

Actual size

Certificate of Appreciation

Acknowledge the support of Law Day committee members, volunteers, schools, teachers, speakers and other participants with handsome certificates suitable for framing. Space for inscribing names of organization and recipient (8 1/2" x 11").

PC# 317-0026 . . . .$1.00

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March 16, 1998 • SAVE 5%
April 10, 1998,
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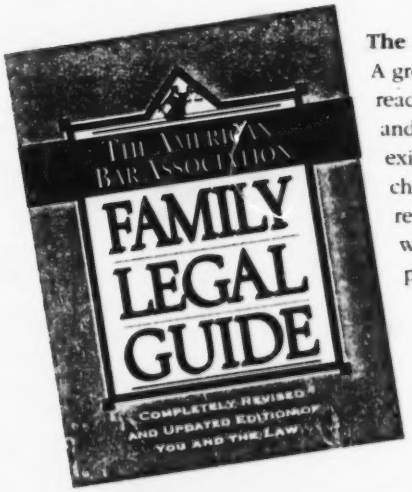
GIFTS FOR TEACHERS AND LIBRARIANS

Teachers and librarians would appreciate these readable, up-to-date, books on practical law as a classroom resource or easy-to-read reference. But other special people in the community who helped make Law Day a success would also appreciate one of these books on everyday law.

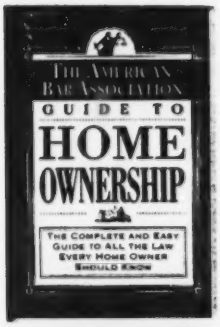


The American Bar Association Family Legal Guide

A great practical law resource for classroom or library. Book comprehensively explains in easy-to-read language how the legal system works and how the law affects individuals at home, at work and at play. Helps readers steer clear of legal pitfalls and know which rights and responsibilities exist under the law. Straightforward question-and-answer format combines with numerous sidebars, charts, graphs and maps. Offers practical information on contracts, buying or selling a home or car, renting an apartment or using a credit card, the legal facts on marriage, separation and divorce, as well as personal injury lawsuits, wills and estates, bankruptcy and the law of the workplace. 752 pages.

PC# 235-0024

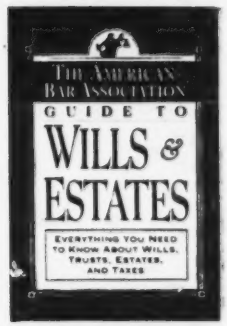
	discounts for ABA members
1-9 copies @ $35.00	**1-9 copies @ $26.25**
10-24 copies @ $31.50	10-24 copies @ $23.25
25-50 copies @ $28.00	25-50 copies @ $20.75
51+ copies @ $26.25	51+ copies @ $19.00


THE AMERICAN BAR ASSOCIATION
GUIDE TO
HOME OWNERSHIP
THE COMPLETE AND EASY GUIDE TO ALL THE LAW EVERY HOME OWNER SHOULD KNOW

The American Bar Association Guide to Home Ownership

This practical law handbook is the perfect gift for any law or life skills classroom, and for school and public libraries. Complete and easy guide to all the law every home owner should know. This book, published by Random House/Times Books, provides friendly, informative guidance on deeds, forms of ownership, and restrictions on what you can do with your property; the special problems and opportunities in owning a condo or co-op; title insurance; avoiding problems with the neighbors; the financial side of home ownership; taxes; and the special concerns of aging home owners.

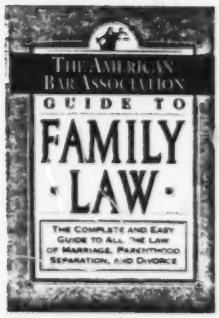
PC# 235-0028



The American Bar Association Guide to Wills and Estates

This popular book is a natural for law or life skills classrooms and any library. Complete and easy guide to all the law everyone should know about distributing property at death and planning for possible incapacity. Besides wills and health care directives, topics include how to plan an estate, joint ownership and other ways to transfer property without a will, trusts and living trusts, death taxes, choosing an executor or trustee, changing your will or trust, and planning now to make things easier for your family.

PC# 235-0029


THE AMERICAN BAR ASSOCIATION
GUIDE TO
FAMILY LAW
THE COMPLETE AND EASY GUIDE TO ALL THE LAW OF MARRIAGE, PARENTHOOD, SEPARATION, AND DIVORCE

The American Bar Association Guide to Family Law

Recent book providing accurate, useful, easy-to-read information about how the law affects families large and small, traditional and unconventional. Organized in easy-to-follow chapters, with plenty of informative sidebars and checklists, covers everything from the decision to marry, to birth or adoption, raising children, using estate planning to protect the family and how the law protects you in the event of divorce or separation. Other key topics include premarital agreements, preventing domestic violence and child abuse, collecting child support, and custody and visitation.

PC# 235-0034

PC# 235-0028, PC# 235-0029, PC# 235-0034. . . . . .$12.00	
2-9 copies @ $10.80	25-50 copies @ $9.00
10-24 copies @ $10.00	51+ copies @ $8.00
discounts for ABA members $9.00	
2-9 copies @ $9.00	25-50 copies @ $7.00
10-24 copies @ $8.00	51+ copies @ $6.50

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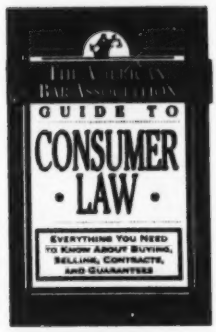
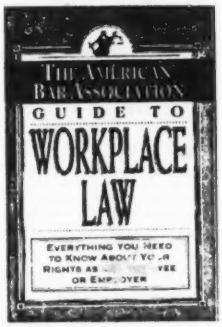
The American Bar Association Guide to Consumer Law: Everything You Need to Know About Buying, Selling, Contracts and Guarantees

Recent book addresses all major areas of consumer law. Answers how to know when you've entered into a contract, what the legal standard is for offer and acceptance, and whether a contract has to be written. Covers warranties, fraud, credit cards, how to cancel unfair contracts, and even such cyberspace issues as whether software can be lawfully copied. Gives you answers on what to do if a merchant refuses to honor a warranty or a mail-order delivery never arrives, as well as how to resolve a problem without filing suit. **PC# 235-0037**


THE AMERICAN BAR ASSOCIATION
GUIDE TO
CONSUMER
• LAW •
EVERYTHING YOU NEED TO KNOW ABOUT BUYING, SELLING, CONTRACTS, AND GUARANTEES

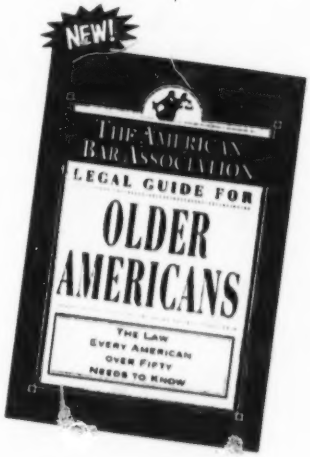
The American Bar Association Guide to Workplace Law

Brand new book provides everything you need to know about your rights as an employee or employer, in plain English you can understand. Topics cover every aspect of employment, from the hiring process to retiring or otherwise leaving the job. Topics include, among many others, sexual harassment, leave time, health insurance, and antidiscrimination laws. Also covered are pension and social security rights, unions in the workplace, special considerations for government workers, and how to enforce workplace rights. **PC # 235-0038**



The American Bar Association Guide to Law for Older Americans

Brand new book focuses on the legal needs of the fastest growing segment of our population---older persons. Explains the many legal protections of older Americans clearly and simply, without jargon and with plenty of practical tips. Gives guidance on how the law protects the rights of older people to Social Security, Medicare, and other government programs. Discusses how the law impacts health care, housing, and pension rights, as well as ways to save money and hassle by planning your estate, and ways of assuring that your wishes will be followed in the event that you're incapacitated. Also covers grandparents' rights, the rights of people with disabilities, and the special concerns of older consumers. **PC#235-0040**



PC# 235-0037, PC# 235-0038, PC# 235-0040 . . . . . $13.00

2-9 copies @ $11.80 — 25-50 copies @ $10.00
10-24 copies @ $11.00 — 51+ copies @ $9.00

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10-24 copies @ $9.00 — 51+ copies @ $7.50

Remember to Enter
This Year's Award Contests
see pages 37-42

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HOW TO ORDER

We'll do everything we can to make your Law Day event a success, and that includes delivering your promotional, educational and public service materials on time. But to do that, we need your help. Please call in your orders as early as possible, especially since quantities are limited on some items. When you order early, you get great discounts and you're sure of getting your materials in plenty of time. Plus, this year the first 300 people to order will get a free gift. Follow the table below to count your early-bird savings.

Almost all Law Day materials are in stock now. You'll have your order within no more than 2-3 weeks (6 weeks for subscriptions). Remember, a few products can't be ordered through this catalog. In each of these cases, the ordering information is supplied right under the product's description.

To order, simply select the products you want (noting their product code numbers) and the quantities you want to order, then fill out the order form in the middle of this catalog. (You may want to photocopy the order form for extras before you write on it.) Calculate and enter the shipping fee. Enclose payment, a purchase order, or your credit card number on the space provided and send your completed from in the attached prepaid envelope, or send to

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or use the World Wide Web
(http://www.abasvcctr@staff.abanet.org)

If your order is postmarked by:

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March 16, 1998, you get a 5% discount

April 10, 1998, you get guaranteed Law Day delivery

After April 10, 1998, timely delivery of Law Day orders cannot be guaranteed without overnight or 2-day delivery. Add $15 additional charge to shipping and handling for overnight delivery, $8 for 2-day delivery.

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Note to Law Day Planners

Law Day is an important program of the American Bar Association's Division for Public Education. The Division is dedicated to helping people understand how citizens sustain the rule of law in our democratic system. As the hub of the ABA's public education efforts, we offer communities throughout the country law-related/civic education programs for all age groups.

We're eager to hear from you about your Law Day plans and experiences. By all means, contact us with questions, suggestions or just to share what you've done.

And don't forget to enter the Law Day awards programs highlighted on pages 37-42 of this guide, so that Lay Day planners all over the country can learn of your experiences.

DIVISION FOR PUBLIC EDUCATION

American Bar Association
541 N. Fairbanks Court
Chicago, IL 60611-3314
telephone 312.988.5735
fax 312.988.5494
e-mail tgraves@staff.abanet.org

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A Full-color Celebrate Your Freedom Law Day T
100% pre-shrunk cotton T-shirt with colorful Statue of Liberty *Celebrate Your Freedom* Law Day image. Makes a great prize, gift, or fund-raising tool. Comes in sizes from adult small to XXL.
PC# 317-0196 . . . . . $15.00

B. Law Day Cruiser Mugs
Handsome granite-textured 16 oz. insulated travel mugs with tapered bottom and no-spill top let you enjoy your favorite beverage anywhere you carry the Law Day message.
PC# 317-0208 . . . . . $6.50

C. Two-color Law Day T
Same high-quality shirt, great-looking blue and cranberry Statue of Liberty image commemorating Law Day 1998, *Celebrate Your Freedom*. Terrific value, comes in sizes adult small to XXL.
PC# 317-0197 . . . . . $10.00

D. Celebrate Your Freedom Law Day Porcelain Mugs
11 oz. Sunny yellow or white porcelain "C" handle mugs have striking cranberry *Celebrate Your Freedom* Law Day imprint. A perfect gift for committee members, key volunteers, teachers.
PC# 317-0199 . . . . . $6.50

E. Celebrate Your Freedom Law Day Buttons
Striking 2 1/4" round buttons with safety clasp are perfect for table favors at Law Day luncheons, hand-outs to your volunteers, give-aways for ask-a-lawyer and lawyer in the classroom programs.
PC# 317-0195 . . . . . $8.00
per package of 30

F. New Statue of Liberty Sports Bottle
Sturdy 32 oz. bottles feature this year's striking Statue of Liberty art in cranberry. A natural give-away for your fun run or golf outing.
PC# 317-0209 . . . . . $2.50

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